DOCUMENT RESUME

ED 023 059 AC 003 074

By-Royce, Marion

The Continuing Education of Women; Some Programs in the United States of America.

Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date 68

Note-166p.

EDRS Price MF-$0.75 HC-$8.40

Descriptors-*Adult Counseling, *Adult Education Programs, Colleges, Community Colleges, Educational Finance, Equivalency Tests, Organizations (Groups), Participant Characteristics, *Program Descriptions, Program Evaluation, Research, Testing, Universities, *Womens Education

The Department of Adult Education of the Ontario Institute for Studies in Education is involved in a project to document programs and services in continuing education for women in other countries as a frame of reference for policies that would facilitate more adequate provision for such education in Canada. Included in this document are descriptions of selected programs in the United States chiefly concerned with occupational preparation or upgrading and largely in occupations traditionally considered female, with practically unanimous acceptance of the key role of counseling. Many programs involve research to evaluate program effectiveness and to determine equivalency of life experience and formal educational experience. Eighteen programs at colleges and universities are included, such as Barnard, Cornell, Oakland, Radcliffe, Sarah Lawrence, Syracuse, and Wisconsin. Five community college programs include Cuyahoga, Corning, and Hudson Valley. Also described are programs of the Council for the Continuing Education of Women (Miami, Florida), the National Council of Negro Women, New York State Guidance Center for Women, and Women's Talent Corps. (pt)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE CONTINUING EDUCATION OF WOMEN

Some Programs In The United States of America

Department of Adult Education

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

1968

ED023059

THE CONTINUING EDUCATION OF WOMEN

Some Programs In The United States Of America

Prepared by

Marion Royce

Research Associate

Department of Adult Education

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

1968

PREFACE

To focus the subject of continuing education particularly, though by no means exclusively, on women, has many justifications. Not the least of these stems from woman's role in bearing and nurturing children, for whose good as well as her own, she should be enabled to keep continuing touch with life and learning outside the home. There are, however, other equally cogent reasons. The times demand release of all human talents and energies, male and female, and their investment for the common good.

Society can no longer afford to perpetuate a stereotype of woman and weave a cocoon about her. To emerge from that cocoon into larger spheres of economic, political and social action, she needs an atmosphere that will challenge her to meaningful life commitments and enable her to fulfil them. Creation of such atmosphere is, in the last analysis, less a matter of providing special programs and facilities for women than of confronting the more fundamental issues of ensuring that they have full access to education at all levels and unfettered opportunities for employment and participation in community life.

In a recent article Nicole Friderich, who is in charge of UNESCO programs for equal access to education for women, made the arresting statement that "education is nowadays as much a duty for women as a right."[1] This thesis of Miss Friderich inevitably underlines the problem of motivation, social as well as individual. In a world in which "We have become irrevocably involved with, and responsible for, each other",[2] there are few more urgent issues than to quicken awareness of the need for continuing education that will lay the foundation for more meaningful living in "the new environment".

---

[1] Friderich, Nicole M. "Access to Education at All Levels." The Annals of The American Academy of Political and Social Science, January 1968.

Such considerations are the basis of a current project of the Adult Education Department of The Ontario Institute for Studies in Education to explore new trends and patterns in the continuing education of women. A primary aim of the project is to document programs and services in other countries as a frame of reference for policies that would facilitate more adequate provision for the continuing education of women in Canada.

The programs here described are but a few of those developed by various American institutions and agencies in response to the swelling tide of demand for continuing education among women in the United States.[3] Selection, depending chiefly upon availability of detailed information and opportunities for personal consultation, has been almost wholly arbitrary. Many relevant creative American educational experiments have been omitted. Those that have been included, however, follow widely different patterns under a variety of administrative arrangements and provide a sampling of goals and methods.

Chief concern of most of the programs is with occupational preparation or upgrading, essential tools of advancement for women in the labour force. On the whole subject matter relates to accustomed occupations of women rather than to so-called masculine fields of work. At the same time, however, new and specialized aspects of "women's fields" receive considerable attention, as does work at the assisting, or paraprofessional, level. Until recently a majority of the participants have been women in their middle years who, returning to education and employment after considerable gaps of time, hesitate, or indeed may not be in a position, to undertake substantial educational commitments. These women do give evidence of healthy interest in community service, however, and the programs reflect this concern in approaches to both paid employment and voluntary activity. Growing participation of younger women and rapidly changing social expectations, however, will require policies and programs that anticipate broader occupational choices and deeper social and political involvement for women than exists at present.[4]

---

[2] McLuhan, Marshal and Fiore, Quentin. The Medium is the Massage: An Inventory of Effects. Bantam Books. New York, London and Torontc.

[3] Continuing Education Programs and Services for Women, Pamphlet No. 10, recently published by the Women's Bureau of the U. S. Department of Labor, catalogues well over 200 of them. The pamphlet is for sale by the Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402. Price 40 cents.

Practically unanimous acceptance of the key role of counselling in these programs has brought to light constraints and conflicts of women, even some of the most able, as they tackle life beyond familiar boundaries of home, family and social class.[5] Orientation workshops and courses have been found to ease the way into academic life and stir up the will to confront difficult social issues. In some cases, as for instance in the

---

[4] For stimulating discussion of a strategy to broaden concepts of the continuing education of women, see Freda H. Goldman, A TURNING TO TAKE NEXT: Alternative Goals in the Education of Women, Center for the Liberal Education of Adults, 1965.

[5] For discussion of the effects of the sudden and radical change in expectations experienced by women in an adult training program in Canada, see Rex A. Lucas, "Some Dimensions of Adult Status," in Canadian Review of Sociology and Anthropology, Vol. 3, No. 2, pp. 84-97.

Wisconsin Women's Programs, simply to plunge into a course of study has had reassuring effect. The stimulus of exchanging experience and sharing new discoveries in the community of women scholars at The Radcliffe Institute has helped to strengthen determination to go on.

Time tables have taken account of family obligations, and there have been promising developments in the providing of fellowships, especially for graduate studies, in some instances, on a part-time basis. Of particular interest to the adult educator are various experiments in determining equivalency, assessing life experience as an equivalent of formal educational requirements for entry into various courses.

Many of the programs have an impressive component of research to evaluate their effectiveness and ascertain their implications for needed innovations in continuing education for adults in general, as well as for women in particular. The Women's Talent Corps has adopted an especially innovative form of research, in which the trainees themselves are involved as observers of their own experience and its effect on their self-concepts.

The programs here described and others like them have been costly. Many would not have been possible without atleast initial support from interested Foundations and various levels of government, as well as from educational institutions and voluntary agencies. Cost accounting, however, does not measure their true value. The fund of experience they have created has not only opened new doors for many women, it also has contributed useful learnings to the broad field of adult education. These are foundation stones for that "best test of maturity in American life," the test of citizenship. Its requirements have been aptly defined in terms equally applicable in our own land, as "a feeling of responsibility for the welfare of people at distant times and places" and "an imaginative grasp of the consequences of political economical and social action."[6]

Marion Royce, Research Associate
Department of Adult Education
The Ontario Institute for Studies in Education

Toronto, Ontario
September 5, 1968

---

[6] Havighurst, Robert J. and Orr, Betty. Adult Education and Adults Needs. Center for the Study of Liberal Education for Adults, 1956.

CONTENTS

I

Programs sponsored by colleges and universities

Program	Page
Barnard College - The Community Service Workshop	1
Cornell University, New York State School of Industrial and Labor Relations - Program of Managerial Development for Women	7
University of Delaware - Educational Services for Women	8
The George Washington University - "Developing New Horizons for Women"	14
University of Maine, Cooperative Extension Service - Women's Information and Advisory Service	19
University of Minnesota - The Continuing Education of Women at the University of Minnesota	25
Mundelein College - Degree Completion Program	28
New York University, School of Continuing Education and Extension Services - Career Information and Planning Service for Women	35
Oakland University - Continuum Center for Women	36
The Pennsylvania State University, College of Business Administration - Management Program for Women Executives	40
University of Pittsburgh, Graduate School of Public and International Affairs - Program of Carnegie Corporation Fellowships for mid-career women interested in public and community service careers	41
The Radcliffe Institute	43
Roosevelt University - The Bachelor of General Studies Degree Program	52
Saint Xavier College - The Continuing Education Program	56

Program | Page

Sarah Lawrence College - The Center for Continuing Education and Community Studies 58

State University Agricultural and Technical College - Center for Community Educational Services 68

Syracuse University, Center of Continuing Education for Women 70

University of Wisconsin - Special Provision for the Continuing Education of Women 77

II

Programs sponsored by community colleges

Cuyahoga Community College - Project "EVE" 88

Corning Community College - Community Vocational Counseling Center 96

Glendale Community College - Continuing Education Program 100

Hudson Valley Community College, Mature Returning Students (MRS) Program 103

Portland Community College, Ten-Session Courses for Women 110

III

Programs under other auspices

Council for the Continuing Education of Women, Inc. - An inter-institutional community program of Greater Miami, Florida 112

National Council of Negro Women, Inc. - Project: Womanpower 123

New York State Guidance Center for Women 126

Women's Talent Corps 138

Appendices:

Excerpts from Title I of the Higher Education Act of 1968, as amended through the 89th Congress of the United States 148

Program Page

A note on the Vocational Education Act of 1963 as adopted by the Congress of the United States 150

Index 151

I. PROGRAMS SPONSORED BY COLLEGES AND UNIVERSITIES

BARNARD COLLEGE

Columbia University, New York

Barnard College, the undergraduate college for women of Columbia University, offers a four-year liberal arts course, and its graduates receive the bachelor of arts degree from the University. Barnard is incorporated into the educational system of the University by agreement of the trustees of Columbia and Barnard College but remains autonomous and financially independent.

The Community Service Workshop[1]

In July 1966 Barnard College instituted "a vestibule program" to assist women with some college education to make long-range realistic vocational plans, taking account of the needs of the community for the services of educated women. The program does not carry College credit, but a certificate is awarded for satisfactory completion of the course. A not insignificant by-product of the project has been the encouraging of employers to adopt more flexible working arrangements for women with family responsibilities.

Program

As originally planned there were to be two workshop series of ten sessions meeting from 10:00 a.m. to 2:30 p.m. one day a week.

---

[1] An outgrowth of the Seven College Vocational Workshop financed by the Carnegie Corporation and housed at Barnard from 1962 to 1966. This service of vocational and educational information and guidance in preparation for entry or re-entry into the labour force was at first provided only to women graduates of the sponsoring colleges: Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar and Wellesley. Later it was opened to women graduates of any college or university living within commuting distance of Barnard.

These proved insufficient, however, to accommodate the large number of applicants, and it was decided to add another workshop with a three-day period in residence followed by four weekly sessions. Irrespective of format, however, the same basic methods and materials were used in all three workshops:

> "Participants for each workshop were selected on the basis of a brief application form and an initial interview with the Director, to determine seriousness in pursuing a directed community activity and potential to make a significant contribution. A diverse group was then formed, with as wide a range in age, education, experience and interest as possible.
>
> "Using group methods, participants explored the meaning of work in a woman's life: what she could realistically expect to gain from it, and what she must bring to it in terms of skills, training, commitment and time. Issues were raised concerning the many socio-psychological and personal factors involved in making a career change or choice.
>
> "Career speakers, representing the fields of education, health, welfare, urban planning, housing and government, then presented a projective view of their specialty, emphasizing the needs for a variety of workers and the multiple functions performed in each field, as well as opportunities available and training requirements to qualify for them.
>
> "The women made and reported on small group field trips to a total of 43 different agencies. These visits allowed workshop participants to view the variety of functions performed in diverse settings, and to interview on-the-job, those who hold the kinds of positions they might decide to train for or seek.

"Opportunities for continuing education were explored in depth; functional resumes were prepared by the participants in consultation with the Director; practice in filling out application forms and handling the interview situation was provided; and job-hunting techniques, including the use of vocational research tools, were studied. Written assignments and required reading were prescribed throughout the course.

"A combination of group and individual guidance and counselling, as well as educational or job placement, rounded out the workshop program."[2]

Staff

The staff of the Community Service Workshop comprised the Director, a woman with wide experience in adult education, and an Assistant. The former worked on a three-quarter time schedule, the latter full time. The Director of Barnard College Placement and Career Planning Office, in the role of consultant, advised regarding curriculum and helped to evaluate the program on a week-to-week basis. She also participated in the sessions and was available for individual counselling. Through the Public Relations Director of the College the Workshop received wide press, radio, magazine and television coverage.

Participants

The three Workshop series in 1966-67 had a total of 81 participants who were selected from among 454 applicants, 206 of whom had completed the application procedures. In 1967-68, the final year of the project, 61 were selected from a total of 99 who completed requirements for admission. The majority of all participants were between 40 and 50 years of age, but ages ranged from 29 to 65.

---

[2] Community Service Workshop, Director's Report, 1966-67.

Some were preparing to enter or re-enter the labour force after raising their families. Others, already employed, wanted to change fields, in some cases from voluntary activities to paid employment. A few were planning careers for retirement. Other reasons for enrolling were to explore opportunities for continuing education and to find ways of participating more effectively in service to their communities.

Roughly one-quarter of the women had attended but not graduated from college; a substantial proportion had Bachelor degrees, some Master degrees and, of the remainder, three held law degrees, one a degree in dentistry and one had been educated in medicine.

Finance

In its first year of operation the Community Service Workshop was financed with a grant of \$15,000 obtained under Title I of the Higher Education Act of 1965, plus an additional sum of \$5,000 from a Foundation and a tuition fee of \$60 from each participant. At the end of the year Barnard College itself assumed responsibility for funding continuation of the program. A grant of \$5,000 was obtained from another source and the tuition was raised to \$75 per participant, plus a charge for lunch. "This increase received no reaction, one way or the other, from applicants."[3]

The second year

The program for 1967-68 again included three workshops; a fall and spring series held at Barnard College on twelve, instead of ten, consecutive weeks and a late spring three-day residential workshop followed by field trips and report sessions at Barnard.

---

[3] Barnard College Community Service Workshop, Director's Report, 1967-68.

Evaluation

Evaluation of the program made at the final session of each workshop by its participants showed that the group process and individual conferences were the most useful of the methods used. "The knowledge gained of the service structure of urban society, the variety of functions to be performed and a realistic appraisal of the available opportunities were judged valuable by participants. However, the chief insights sought and gained related to where and in what capacity Workshop participants could make the vocational contribution that they wished to make."[4]

Individual "follow-up"

A questionnaire sent to participants in the Community Service Workshops held in 1966-67 has yielded illuminating findings:

> Forty women reported a change in their activities since their participation in the Workshop. Eleven had taken paid jobs, 11 were involved in new types of voluntary work, and 15 were continuing their education. One of the three remaining was improving her office skills to obtain a better job; one had taken the emergency teacher training course given by the City of New York and been assigned a class but had resigned having found teaching a wrong career choice. The third was engaged in a voluntary activity.
>
> Twenty-two women who reported no change in their activities had made definite vocational or educational plans. Six had made applications to continue their education, and nine were

---

[4] op cit

looking for jobs. The rest had not yet decided about the future.

Results of a similar questionnaire sent in April 1968 to the 30 participants in the Fall 1967 Workshop showed a similar pattern. The broad field of education had claimed more of the graduates than any other single field. Individual occupations in the field varied from the director of Head Start nursery schools, teaching at various levels of formal education to work in geriatrics. Some of the women were working part-time but the majority had full-time jobs.

When it was announced that the Community Service Workshop would be discontinued, participants questioned why it could not be self-supporting. "Many said a $200 fee would be reasonable, in light of the value of the Workshop and the cost of other college programs."[5]

---

[5] op cit

Cornell University, New York State School of Industrial and Labor Relations
Albany, New York 12207

Program of Managerial Development for Women

Annually since 1960 the New York School of Industrial and Labor Relations has offered a one-week seminar in Managerial Development for Women. The stated objective of these seminars is to ensure the woman manager the same opportunity as is provided for men within an organization to review managerial literature, explore various styles of leadership and deal with case problems selected from everyday situations. Seminar programs are carefully evaluated and altered from year to year to meet changing needs.

The 1968 seminar is scheduled for September 29 through October 4, to be held at Saratoga Springs. Major topics listed are: Principles of Organization and Management, Communication, Managerial Grid, Human Factors in Management, Control and the Woman Manager - Human Relations and Labor Relations.

Special emphasis is placed upon pre-conference reading and study periods during the seminar. Session leaders use the conference method, encouraging participation in discussion and also providing for small group and individual counselling.

All segments of business, both public and private, have been represented in past seminars. In selecting candidates effort is made to provide for maximum diversity of experience and have adequate representation of areas of business that provide growth opportunities for women in management.

UNIVERSITY OF DELAWARE

Newark, Delaware

The University of Delaware is a co-educational university and land-grant college, including a School of Graduate Studies. Its Division of University Extension offers evening classes both on the campus and at several other centres throughout the State. As a Land Grant Institution the University recognizes the right of any tax-paying student in the State to take advantage of its educational facilities at the lowest cost possible, provided he or she can meet the entrance requirements. Fees for out-of-state students are more than double the amounts paid by residents of the State. Delaware has a considerable complement of students from other States as well as from other countries.

EDUCATIONAL SERVICES FOR WOMEN

The University of Delaware program, Educational Services for Women, (E.S.W.) began formally in September 1966. Funded under Title I of the Higher Education Act of 1965 (75 per cent Federal funds matched by 25 per cent from the University) these services have been described as the University's response to the special needs for education brought about by changing patterns in women's lives, including their increasing interest in employment. The program is sponsored by the Division of University Extension in cooperation with University committees on the education of women[1] and the Office of Counselling and Testing. After three years the University is to take over full financial responsibility for continuance of the program.

It is the responsibility of E.S.W. to acquaint women with opportunities for continuing their formal education; to assist them in planning individualized educational programs suited to their interests, and to encourage them to prepare for professional or semi-professional employment. Those who take advantage of the service nearly always have an educational goal. They may be beginning a college program; resuming an interrupted college education; completing an advanced degree; seeking to up-date earlier training that has become obsolete; entering a new field of interest, or women active in community affairs who wish to expand their knowledge and experience. The intent of E.S.W. is not to devise special programs or time schedules to suit women. Rather it is to help clients to use facilities already made available throughout the State through the Division of University Extension.

---

[1] The Advisory Committee on the Education of Women and the University Committee on Continuing Education of Women. The functions of the former include the recruiting of women undergraduates; the encouraging of women students to complete their courses without dropping out; the promotion of professional interests among undergraduate women and the championing of their admission to graduate studies. Appointed by the President of the Board of Trustees, through the University President and the Dean of Women, this Committee is responsible to the Board, the President and the Dean of Women. The other committee, which is the outgrowth of a committee on the professional purposes of women, is appointed by the University President and responsible to him. Its function is to encourage undergraduate women to set high academic and professional goals and to encourage women of all ages to finish college. Following a study of the situation within its terms of reference, this Committee recommended a part-time adviser for women students within an organized program. "E.S.W." is the result of this action.

Staff

Key person in the program is the "educational adviser of women", who is responsible to the Director of University Extension and to the Supervisor of Academic Programs in the Extension Division. Her function is two-fold: (1) to publicize the university's position with respect to adult education and the facilities that it provides and (2) to advise and assist women in working out study programs to meet their needs and interests. She has found that, while women need to know about the courses offered by the University, including precise curricular requirements, most of them also need reassurance from someone at the University who is friendly and interested in them. They tend to lack confidence to undertake study after a considerable lapse in formal educational experience.

Services

The initial counselling interview is usually a lengthy one to enable the client to unfold her reasons for wanting to study and to articulate her goals for the future. Then, the adviser having provided her with relevant information, she proceeds to the selection of courses. Commenting on her counselling role, the adviser says that the women often need to talk personally about their lives and their families before they can get on with the business in hand. A counselling record is kept for each client, and she may call back or return for further consultation while she is working out her plan of study. Further counselling and testing by professional psychologists is available on the campus, but few women seek this type of assistance.

"Their real problem is making the decision to return to study or to prepare for employment through education."[2]

Participants

Of the 450 women whom the adviser had counselled personally (as of February 1968) 95 per cent have a middle class background. Most of their husbands were employed in professional or semi-professional work. Academic goals varied with the level of the women's previous formal education: 29 per cent have undertaken post-graduate work; 44 per cent, having had some college work, are degree candidates; 21 per cent were beginning undergraduate studies; 6 per cent were nurses interested in obtaining a degree in Nursing. The University has found almost all its mature women students to be serious and persevering in working towards a degree. They are not pampered nor do they ask for special favours. In view of this record, it is not surprising that "the attitude towards mature women students is excellent."[3]

Those interested in a career in Teaching form by far the largest group, and in ranking order the professional interests of the remainder are Social and Welfare Work; Library science, requiring post-graduate professional training; Psychology and guidance; Writing, Advertising and editing; Nursing (a degree course); Art - both art history and graphic arts; Science, mostly chemistry and biology; Mathematics, including accounting, computer programming and research. No one has expressed a goal in the realms of music, painting or acting. The adviser comments that age may be a determining factor in these omissions. Also she has discovered that scientific work and nursing are of greater interest to younger than to older women, while the other fields listed attract younger and older women equally.[4]

---

[2] Letter dated November 29, 1967 from Mrs. Mary Ella Boyle, Educational Adviser for Women, Department of University Extension, University of Delaware.

[3] Ibid.

Seminars

A broader frame of reference for the program has been established through series of seminars on the theme, "Great Expectations for Women". Sponsored by E.S.W., these are open to interested women in the community. They are planned to advance understanding of the sociological and psychological factors affecting the lives of women in this period of rapid change. They have included discussion of new social roles open to women in volunteer service, citizenship and employment, with consideration also of ways in which educational opportunities available through the University of Delaware may contribute to the "intellectual renewal and greater self-realization" of women.

The 245 women who have participated in the Seminars to date have come from varied backgrounds. Most of them were between 35 and 54 years of age and had two or three children still at home. About one-third were high school graduates; one-fourth were college graduates and some had done post graduate work. Their husbands were professional men but they themselves were not gainfully employed outside their homes. Most of them had been engaged in voluntary work in civic, social or youth organizations but they wanted to explore possibilities of employment, preferably part-time. They realized that this might require additional education and expressed interest in further education both for job preparation and personal satisfaction.[5]

---

[4] Information provided by Mary Ella Boyle, February 22, 1968.

---

[5] University of Delaware, Great Expectations for Women, Procedings of Four-Session Seminar, Educational Services for Women, Page 127.

THE GEORGE WASHINGTON UNIVERSITY

Washington, D. C.

The George Washington University is a privately endowed, nonsectarian, co-educational university. Situated in the downtown area of Washington, the University is readily accessible to most departments of the United States Government and to the many cultural institutions of the Capitol. It was chartered originally in 1821 as Columbian College, awarding its first baccalaureate in 1824. In 1873 it became Columbian University and in 1904 took its present name. Women were first admitted in 1884 and since that time they have never been disqualified because of age or marital status.

Among the several facilities of the University is the College of General Studies which offers various programs leading to the degree of Bachelor of Arts and Science and also supplements the adult education program through campus and off-campus study, conferences, seminars and special projects in continuing education and non-credit programs.

"Developing New Horizons for Women"

In the spring of 1964 the University through its College of General Studies introduced a 15-week non-credit course entitled "Developing New Horizons for Women" under the leadership of the Director of Continuing Education for Women. The object of the course was "to help women understand themselves as women and as individuals, to gain confidence in their abilities, and to make wise choices regarding education careers and volunteer service." The focus is not on making a choice between continuing one's education or getting a job nor between volunteer or paid work. Rather it is to look at one's total life-span in order to formulate goals, both long-range and short-range, and clarify what steps must be taken to achieve these goals.

Participants

The first class began with 20 students, but newspaper publicity about the program resulted in a waiting list of 125. Up to June 1967 some 600 women had completed the program. Applications are accepted in the order in which they are received, and only one class, with a maximum enrollment of 100, is offered each semester. Cost of the program is met wholly by fees, at the rate of $50.00 per person.

Participants have ranged in age from 22 to 60 with a median age of 41. Most of them have been married women with school-aged children: a few single women have enrolled and there have been some widows and divorcees. In the first three years approximately a third were university graduates with one or more degrees, and this group has tended to increase proportionately. A third had had no previous university work, and the remainder had completed partial work in degree programs. In the words of the Director, "A policy of no pre-requisites for admission to the program has enabled college graduates to make plans for second careers and has uncovered talent among women who have not attended college."

The occupational background of participants has been varied. There have been former teachers, nurses, secretaries, newspaper reporters, artists, musicians, mathematicians, chemists, lawyers, librarians, military officers, research assistants, medical technologists, airline stewardesses, pharmacists, actresses, a physician, a missionary and an aeronautical engineer.

Program

The course has been designed in five-week cycles. During the first five weeks the total group of 100 women meet once a week for a series of two-hour lectures on the development of individual potential. The second five-week period is devoted to informal exchange of ideas and information in workshops of not more than 20 women selected according to their previous educational background. During this time the women take aptitude and interest tests, discuss topics covered in the lectures and present oral and written assignments. Considerable time is spent on how to resume formal education as a degree or non-degree student and how to choose a major field of study. Accreditation for previous study and the availability of financial aid receive special attention. There is discussion also of job opportunities for women in the Washington area. The women learn how to apply for a job, and a field trip to the offices of the Federal Civil Service Commission is arranged. The role of the volunteer is introduced also, and volunteer opportunities are presented in small group sessions. A carefully compiled bibliography assists the women in pursuing topics of particular interest to them individually.

During the last five weeks the participants come together again as one group, and some 15 or 20 guest speakers are invited to the class to discuss job opportunities for women, part-time as well as full-time, in particular fields of work; possibilities of continuing education, and new challenges in voluntary service. The speakers come from federal and local government agencies, the University, business organizations and social agencies.

Testing and Counselling

Women in this program are referred for testing to the United States Employment Service of the District of Columbia, where the General Aptitute Test Battery is administered. Scores are forwarded to the University Office for Continuing Education for Women and are used both for counselling the women in the program and also for research purposes.

Arrangements are made for an individual counselling session for each woman when she may discuss her goals. Test results are interpreted during this session.

Placement

How to go about finding a job is one of the subjects discussed at length in the workshop stage of the course. The women learn how to prepare personal resumes and letters of application. One homework assignment is the preparation of a resume. While the purpose of this instruction is to enable a woman who is interested in employment to find a job independently, the office of the Director of Continuing Education for Women is frequently approached by employers and government agencies who have heard of the program and wish to have women referred to them. As a result many of the women who obtain employment are referred to the employer by the Continuing Education for Women office.

Results

The increased confidence of the women who have completed the "New Horizons" course and their greater clarity with respect to personal goals are clearly evident in the nature of the activities they have undertaken. Well over half of them are engaged in further education at various levels. Considerable numbers have found rewarding employment and others are giving leadership in voluntary efforts to meet particular needs in the community. One woman, working on a voluntary basis, has helped to organize a counselling service for older people, another has formed a partnership with another woman to train and up-grade household workers.

To facilitate opportunities for further education for so promising groups of women the University has expanded the New Horizons program by offering off-campus day-time credit courses. Most of these are at the undergraduate level, but some graduate studies are also made available. Churches and civic centres throughout the metropolitan area have provided classroom space. Educational counselling is given students of these courses at the time of registration and is available on request during the semester.

Women enrolled in off-campus courses have expressed their gratitude for the opportunity to take courses at convenient locations and at hours when their children are in school. Professors instructing in these courses, having found the students outstandingly responsive, express enthusiasm for the program.

WOMEN'S INFORMATION AND ADVISORY SERVICE
SPONSORED BY THE COOPERATIVE EXTENSION SERVICE
UNIVERSITY OF MAINE

The Women's Information and Advisory Service "WIAS" was established in March 1967 for a period of 15 months with a grant under Title I of the Higher Education Act of 1965. While "WIAS" is sponsored by the University of Maine, it co-operates also with other institutions of higher learning in the State. The Service has its own office in Bangor, separate from the University, and its staff of two persons, director and administrative assistant, function more or less independently except for certain administrative services which it receives "in kind" from the University. An advisory committee of five members, strategically placed in educational institutions throughout the State, assists the staff in establishing priorities and planning the work effectively.

"WIAS" has three principal purposes:

"(1) to provide women with some college training access to information on opportunities for continuing education, or for paid or volunteer employment;

"(2) to encourage employers to modify work schedules to make more part-time jobs available for women with family responsibilities (for example, we are cooperating with the Maine Department of Education in the promotion of partnership teaching in the public schools);

"(3) to try to meet some of the needs of the State for professional and para-professional services by tapping the resource of trained and capable women not presently in the labor force, or those who may be "underemployed."[1]

"WIAS" Program

Consultation on a personal basis

The office of WIAS is open four days a week from 9:00 to 3:00 for personal interviews as well as consultation by telephone and correspondence. Numbers of women who had not recently been in the labour force have been placed directly, while others have found positions for themselves as a result of suggestions and encouragement from the office. Several have enrolled in educational programs, most of them in preparation for teaching.

Group meetings

One of the first projects of WIAS was a conference for women, co-sponsored with the Portland Branch of the American Association of University Women in which about 150 women participated. Theme of the Conference was "Today's Needs and Your Opportunities". Interest groups included Teaching, Elementary and Secondary; Specialized and Higher Education; Professional Business Services; Health Services; Social Services; Library Services; Opportunities in Self-employment and Meaningful Volunteer Work.

The Conference has been followed by smaller group meetings focussed on one field of work which have been held in various parts of the State. Regarding this pattern of work, a member of the staff has written:

---

[1] Mrs. Sarah Hasbrouck, Administrative Assistant, in a letter dated Dec. 21/67.

"We have found, not unexpectedly, that many women would like to emerge from their homes when their family responsibilities lessen, but that exploring the alternatives for themselves is a very difficult step to take. Though we have tried to get the idea over that we're here to talk - no matter how uncertain or vague their thinking may be - we find that most women think they must present a specific question, and if they can't frame the question or problem, there's no sense coming. This is why we have decided to concentrate on the information session about one kind of career at a time. Our thinking is that women who are undecided will come to an informal meeting where they can be relatively anonymous, just listen if they wish, or ask questions if they want, and think about it afterwards. We have selected teaching for the subject of these meetings because the needs are great in all areas of the State, and the opportunities to prepare for teaching are fairly accessible in most communities either through the state colleges, the Continuing Education Division of the University, or in some private colleges; because a teacher's schedule is most convenient for a majority of mothers; and in Maine the pay, though not spectacular, is better than in most professions. Since many women come to these meetings who are obviously unqualified, and who will not ever get the necessary educational background, it gives us an opportunity to suggest other possibilities and to encourage them to think of alternatives. We have also found that a surprising number of women who have not finished college or never started are enthusiastic about beginning a college program, once they know it's possible.

"We have let it be known through feature stories and advertisements in the local newspapers and radio and television announcements that we would be in a certain place (usually a school or college) at a specified time to talk about public school teaching, or present information on how to become certified, and to answer all kinds of questions. Women are invited to come 'for coffee and information,' with no commitment involved. We have prepared a fact sheet on what certification means, short-cuts to achieving certification for college-educated women, where education courses may be obtained, who the superintendents of schools are in their areas, and so forth. Women have responded well to this kind of meeting, and some have remained afterward or come back the next day or written to us later to discuss other kinds of careers. We have seen about eighty women in the two meetings we have held so far. We plan to offer at least one information meeting on health careers, probably in Bangor, before June."[2]

Educational developments

Describing the educational developments promoted by "WIAS", a staff member writes:

"We have indirectly been involved in encouraging the University of Maine Continuing Education Division to offer non-credit courses for women in the morning once a week for periods of from six to ten weeks. Many of the women who have not been interested in working or in continuing their education on a formal basis, have found these courses stimulating and sufficient for their present needs. The courses offered last spring and this year were cultural - art, music, drama, literature - but we hope the program will be expanded to serve a wider variety of interests. A course on social welfare programs and problems will be offered on the Portland campus in the spring. There has not been enough time or experience to find out whether this kind of offering stimulates women to pursue the subjects in more depth by enrolling in credit courses."[3]

---

[2] Ibid.

Participants

In the period ending December 1967, over 250 women had been counselled through "WIAS". The largest proportion - 30 per cent - were in the age range of 41 to 50 years; 27 per cent were from 31 to 40 and 22 per cent from 51 to 60. Three per cent were under 21 and the same proportion over 60, the remaining 15 per cent being 21 to 30. Seventy-eight per cent were married women, 8 per cent widows, 8 per cent single and 6 per cent divorced. In educational attainment 72 per cent had had some high school; 20 per cent the Bachelor's degree and 6 per cent an advanced degree. Seven per cent had attended business college and 5 per cent were trained nurses.

Somewhat over half the women had had experience in paid or volunteer jobs. Most have shown interest in preparing for work of a more professional nature than they had done previously. Some, particularly nurses, did not wish to return to the work for which they had been trained. Many, chiefly those who have young children, would like to find part-time work. Older women and those with children to be educated tend to be interested primarily in additional income.

---

[3] Ibid.

Publicity

The program of "WIAS" has been publicized through wide distribution of a descriptive folder and in public speeches, but newspaper stories and announcements by radio and television have proven to be the most effective means of interesting women in the services offered.

The Future

After expiration of the grant in June 1968, various aspects of the program will be taken over by appropriate existing institutions. For example, educational guidance will be done by the Continuing Education Division of the University of Maine, and counselling on employment opportunities and job requirements by the State Employment Service. Most important, however, in the opinion of the staff, is to continue the role of encouraging women to become actively involved in study and/or work, paid or voluntary. "So many of them lack the self-confidence even to look into the possibilities open to them."

UNIVERSITY OF MINNESOTA

Minneapolis, Minnesota 55455

The University of Minnesota is a state-wide coeducational institution. In addition to the main campus in Minneapolis, it has campuses in St. Paul, Duluth, Morris and Rochester, plus 11 other units of research and experimental agriculture located strategically throughout the state. The General Extension Division of the University includes the Nolte Centre for Continuing Education, which offers numerous conferences, institutes, seminars and courses, throughout the state as well as in Minneapolis. Among these are a number of special programs for women. (See below).

The Continuing Education of Women at the University of Minnesota

The University's particular contribution to the continuing education of women was a pioneering project known as The Minnesota Plan, which was established in 1960 with the support of a grant from the Carnegie Corporation of New York. The Plan as originally conceived was directed to three kinds of women: the undergraduate student, to help her to take a realistic view of her future and develop plans for continuing her education after graduating; the young married woman, to encourage and assist her in finding ways to maintain intellectual competence during the years of most concentrated family responsibilities; and to women of all ages who wanted to gain new knowledge and skills or restore and renew those they had had in the past.

Core of The Plan was individual counselling, an advisory and coordinating service to assist women to develop plans for continuing education, short-term or long-range, according to their particular needs and interests. Special features included scholarships, flexible schedules, a cooperative child care service and assistance in placement, either in paid employment or as a volunteer. At the same time day-time seminars especially designed for women were developed within the General Extension Division.

A Five-Year Report 1960-65 of the Minnesota Plan for the Continuing Education of Women, released June 15, 1967, describes and evaluates the program in detail and depth. Because of the pioneering nature of the Minnesota Plan and the skill and insight with which it was developed, this report is a definitive study in the field of the continuing education of women.

In July of 1965 the program became an integral part of the University and is now known as The Minnesota Planning and Counselling Center for Women. It is an advisory service of the Office of the Dean of Students, concerned with the broad range of women's educational problems. The Center provides educational counselling and information and auxiliary services for adult women students and makes known their needs to other offices and departments of the University. It also conducts research concerning this growing sector of student population.

As an extension of the kind of services rendered to students on the Minneapolis campus, the Center operates a program called Operation: Second Chance, by means of which counselling and related services are made available to adult women at colleges, universities, and vocational-technical schools throughout the state. It is the aim of Operation: Second Chance to establish a state-wide system of communication among agencies and organizations whose ultimate goal is to assist women who desire to continue their education. To this end existing facilities and personnel of the cooperating educational institutions are being used. The director of Operation:

Second Chance is also director of the Minnesota Planning and Counseling Center for Women, and the state coordinator of the program is a member of the staff of the Center

The General Extension Division of the University continues the program of special short courses and liberal arts seminars for women formerly associated with The Minnesota Plan. These are coordinated by the Director of Women's Continuing Education, who is a member of the staff of the General Extension Division.

MUNDELEIN COLLEGE

Chicago, Illinois

Mundelein College, founded in 1930 by the Sisters of Charity of the Blessed Virgin Mary, is a liberal arts college for women in the metropolitan area of Chicago. By 1962 some 4300 women had been awarded degrees by the College, and "by ordinary standards" they were "successful Americans and good Catholics."[1] Nevertheless in that year the administration decided that the institution must be scrutinized to determine whether it 'deserved to survive' and "if so, for whom and in what form?"[1]

To this end a self-study - The Institutional Analysis of Mundelein College - was organized. Various committees were set up and a social psychologist engaged as consultant on research methodology. The research took the form of a survey. Questionnaires were administered on a voluntary basis and anonymously to all persons having relevant information or opinions on all aspects of the institution, historically and currently, as well as for the future. The population surveyed included students, faculty, alumnae and the husbands of alumnae, a special questionnaire being prepared for each category.

One of the chief decisions resulting from the survey was that Mundelein should move into the field of continuing education. To quote the report: "Discovering that it has some 3,000 ex-alumnae (women who attended Mundelein but did not take a degree there or elsewhere), the College recognizes its obligation to these lapsed members of the community by offering them the opportunities implicit in a degree-completion program, especially tailored to their adult needs and the attainment of their maturity."[2] The minimum age for enrolment was set at 26 years. It was decided also to offer evening and Saturday classes for adult students and to help "the housebound woman" who desires to complete her college education by putting her in touch with a good home-study program. Moreover, all aspects of the new program were to be built on and around an academic counselling centre to help mature women with their educational and career problems.

---

[1] Mundelein College, Truth and Consequences: Mundelein College Emerges from Analysis. Chicago, 1965, pages 1 - 2.

Mundelein Degree Completion Program

The students

In the autumn of 1965 the program was launched with 108 students, eight of whom had attended Mundelein previously as "special students." The median age of the group was 40.5 years with just over two-fifths in their forties. In the academic year 1966-67 registration had increased to 150, of whom the median age was 38.3. The largest percentage increase, 4.3 per cent, occurred among those in their twenties, and there was a decrease of 10.9 per cent in the "forties group".

All of the students in both years lived in the metropolitan area of Chicago. The majority, 86.1 per cent in 1965 and 85.2 per cent in 1966, were married. Single women comprised 2.7 per cent in 1965 and 4 per cent in 1966. Marital status of other students of both years was, in numberical order, widowed, divorced and separated. Two-fifths of the husbands of those who were married were professional men and a similar proportion proprietors or managers. The remaining fifth were chiefly in sales or clerical fields, with some in skilled crafts or service occupations and one per cent in the first year group in the Armed Forces. Ninety percent in 1965 and 85.3 per cent in 1966 were mothers, their children ranging in age from a few months to the later thirties or early forties. The mean number of children per mother was 3.3 in 1965 and 3.5 in 1966.

---

[2] Ibid, page 11.

In 1965 twenty-three of the "DCP" students had had no formal education beyond high school; in 1966 there were 25. The others in 1965 averaged close to two years of college credit work and in 1966 about a year and a half. Aside from formal education, however, the students had engaged in a variety of post-high school non-credit educational programs, of which "Great Books" was mentioned most frequently. Eight per cent and seven per cent respectively, in 1965 and 1966, had never been in the labour force. The largest numbers, 59.2 percent in 1965 and 47.3 percent in 1966, had worked from one to five years; 22.2 per cent and 24 per cent from six to ten years and 6.5 per cent and 9.3 per cent, from 11 to 15 years. Twelve percent of the 1966 group, as compared with 3.8 per cent in 1965 had been employed for more than 15 years.

Their reasons for wanting a college degree have been compiled as follows:

	1965	1966
- To develop themselves as persons	34.3%	35.9%
- To prepare for career other than teaching	26.0%	17.3%
- To prepare for teaching career	21.4%	22.7%
- To fulfill lifelong ambition	17.7%	14.0%
- To achieve status	1.9%	2.7%

Their vocational aspirations were:	1965	1966
- Teaching	44.0%	40.0%
- Social service	15.0%	12.0%
- Health services	6.0%	12.0%
- Writing, editing	6.0%	6.7%
- Counselling	4.0%	2.7%
- Librarianship	3.0%	3.3%
- Speech correction	1.0%	3.3%
- Home economics	3.0%	0.7%
- Psychology	2.6%	1.3%
- Fine Arts	1.0%	1.3%

Several stated that they had no particular vocational aspirations.

Enrolment procedures

An applicant for the program, having supplied relevant personal information plus transcripts of her educational record is tested and interviewed by a counsellor in the Division of Continuing Education. In this interview the counsellor discusses various matters with her, among them her reasons for wanting a college degree, her career aspirations and life goals, and her willingness to commit a major amount of time and energy to the completion of a degree. "From the results of the interview, the testing, transcripts, and other evidence the counsellor may recommend that the applicant be admitted to the Mundelein program at whatever level seems appropriate."[3] On the other hand, she may be directed to another college or university or to an agency such as a volunteer bureau where she would get advice about voluntary work in the community. For various reasons 55 applicants in 1965 and 31 in 1966 were screened out of the program.

---

[3] Division of Continuing Education, Mundelein College, Chicago, Mundelein Degree Completion Program 1967-68.

Placement of a candidate in the program depends upon the results of the counselling process. If she needs to upgrade her educational standing the student will be required to register for one or more "basic studies seminars" in the humanities, social sciences, natural sciences, communications, or fine arts. "These seminars will be especially designed for adult students and taught by regular members of the Mundelein College faculty. The format will be study-discussion. The readings will be primary source materials."[3]

On the other hand if the applicant is ready to proceed with specialization in an academic or pre-professional field, she will enter directly into the College curriculum. The amount of time she will devote to study depends upon the results of the counselling process and limitations felt by the student herself. There are, however, "no restrictions on the rate of acceleration she may attempt." The key fact is that 40 courses or their equivalent are required for a Mundelein degree.

After one calendar year in the College the student may petition any academic department for "life experience" credit in any course for which she thinks she has equivalent experience or competence. The department evaluator may require any kind of evidence he thinks necessary to establish proof: an oral examination, a written test, samples of writings or translations or works of art, testimony from outside authorities, etc. If it is proven that the student has achieved the objectives of the course, she can be awarded credit without further class-work. A $75 "life experience" evaluation fee is charged to any student who petitions for this kind of credit; if no credit is awarded there is no refund. Tuition for any course in 1968-69 will be $127. There is a fee of $25 for counselling and testing which is applied to tuition on the first course, if the applicant is admitted to the Program. Limited financial aid is available to those who demonstrate financial need. Also, with appropriate credentials, credit may be established for a deferred tuition payment plan over a period of eleven weeks.

---

[3] Division of Continuing Education, Mundelein College, Chicago, Mundelein Degree Completion Program 1967-68.

Introductory seminars

Special seminars introduced as an experiment with the first class under the Mundelein Degree Completion Program proved so rewarding that they were offered again in 1966 and will be continued and expanded in the future. Restricted to "DCP students" on the premise that women who have been away from formal education for a number of years would find it useful to share an educational experience with others of similar background and age, they are scheduled at times most convenient for women with "off-campus commitments." In subject matter they are the same as or equivalent to courses in the regular curriculum and are given full academic credit towards a degree. At the same time, however, the instructors - all regular members of the Mundelein faculty - are free to design courses that are suited to the needs of mature students and capitalize on their adulthood. As a result of this re-orientation to study, "women who in the beginning felt academically insecure have found new confidence in themselves. They can look ahead to entering the regular curriculum of the College with equanimity, for they know they are up to the standards demanded."[3]

---

[3] Division of Continuing Education, Mundelein College, Chicago, Mundelein Degree Completion Program 1967-68.

NEW YORK UNIVERSITY

School of Continuing Education and Extension Services

Career Information and Planning Service for Women

This Career Service, located at the Center for Continuing Education of New York University in White Plains, New York, provides an opportunity for a woman to discuss her plans with a knowledgeable and experienced person who is able to suggest ways in which she may review her interests, explore the opportunities open to her, and compare available programs of further education.

The Service has information about professional, semi-professional, and non-professional opportunities, full-time and part-time, both paid and voluntary, with special reference to the needs of the community. It also has information about credit and non-credit educational programs at all levels from high school to postgraduate studies,in the surrounding area.

There is no charge for consultation, and it is open to all women, regardless of educational background. A folder explaining the service and the procedure for arranging an appointment may be obtained by written request.

OAKLAND UNIVERSITY

Rochester, Michigan 38063

> "Oakland University is a young institution, free of tradition, inclined toward innovation...."[1] An affiliate of Michigan State University, it is governed by the same Board of Trustees, but from its beginning has had autonomy in developing "its own distinctive character and program."[1] In addition to curriculum in the liberal arts, Oakland offers professional education in engineering, teaching and business-economics and is gradually expanding its program to the graduate level. Concern for the development of the individual is uppermost among its educational aims, close relationship is maintained with the life of the community. Through its Division of Continuing Education the University offers "a wide range of non-credit courses, conferences and special events in professional and cultural subjects at university level in content."[2]

"CONTINUUM CENTER FOR WOMEN"

In October 1965, with a grant of $150,000 from the Kellogg Foundation, Oakland University opened a "Continuum Center for Women" within its Division of Continuing Education. The purpose of this new agency is "to give adult women the information and the support, through counselling, to make decisions concerning their futures in a new kind of world."[3] A series of exploratory conferences established the need for such an agency and clarified the emphases to be developed in its program. First of these conferences held in May 1963 on the theme, "Women's Place in this Perplexing Century", surprised the planners by drawing 300 women, and ever since "women's conferences have been the enquiring arm of the Center as well as part of its educational mission."[3]

---

[1] D. B. Varner, Chancellor, Oakland University.

[2] Lowell Eklund, Dean, Continuing Education, Oakland University.

[3] Continuum Center Historical Outline.

Focus of the "Center's" program is "Investigation into Identity." It is a sequence of eleven sessions "designed to explore the individuality and the sociological setting of each woman who enrolls, to assist her in thinking through her situation, and to aid her with information and encouragement in taking whatever place in society she feels is best (and possible) for her at this time."[4]

Following a general orientation session there is a series of four sessions in which psychological tests of interests, abilities, attitudes and values are administered and interpreted by a psychologist. The chronological stages of a woman's life, opportunities in education, volunteer service and employment, and the making of decisions are discussed in the next three sessions. Then comes an individual counselling interview with the psychologist when the woman's test scores are interpreted in light of her goals. For advice regarding "opportunities in the world outside the home" one or more appointments may be made whenever a woman wishes. Advisers are members of the staff of the "Center", each of whom has special competence in one of the three fields: Education (an academic advising specialist), Volunteer Service (a social worker) and Employment (a personnel-management specialist). The eleventh session is "a telephone call-back" made a few months after the close of the

---

[3] Continuum Center Historical Outline

[4] Continuum Center for Women - 1967-68, Oakland University Rochester (An explanatory pamphlet, page 13).

"Investigation into Identity" program. This assures the client of the "Center's" continuing interest in her and in her evaluation of its service.

Clientele

The clients of the "Center" have been drawn chiefly from among women who are:

" . mothers with pre-schoolers, seeking some adult life,

- women who want to continue their education after raising a family,
- women whose training is obsolete and in need of up-dating,
- women whose interests have changed with maturity and who wish to find a new field,
- women who are interested in more meaningful volunteer service,
- women who are seeking self-understanding and self-confidence,
- women who are interested in learning which of the skills they can offer will be desired by an employer in seeking full-time or part-time employees."[5]

A developing program

The most recent bulletin of the Continuum "Center" describes "six directions" in which the program is moving forward:[6]

"*First*, since discovering that there is no woman-in-general, it is designing programs for particularized groups of women: for widows and divorcees, for bewildered job-seekers, for mothers of pre-schoolers, for working mothers batted between two sets of demands, for housewives considering the house as a craft and as an art.

"*Second*, it is venturing into a deeper level of group counseling, with a selected few, and under the supervision of a psychologist.

---

[5] *Ibid*, page 8.

[6] *Ibid*, pages 10 - 11.

"Third, it is beginning to create services which are solutions. For example, the Child Care Center cares for pre-schoolers while their mothers are in school part-time. (This Center provides not only supervision but a nursery education experience under a professional teacher.)

"Fourth, it is creating courses especially designed to fill women's needs. For instance, the poverty course prepares middle-class volunteers to serve the ghetto; the reading instruction course supplies a twentieth century skill; the math course readies them for acceptance into college.

"Fifth, it is just on the threshold of creating those part-time, near-home, brain-stretching, adult-shared jobs which many women dream of, to date, in data processing and in schools.

"Sixth, now that it feels some confidence in its analysis and in its programs, it is offering education in the developing field of study: the mature woman and her world. This includes university internships, a Speakers' Bureau, an Observation Period for representatives of other institutions."

Financial support

The "Center" has three sources of support: The Kellogg Foundation, Fees of students, and Continuum "Center" Scholarships provided by interested individuals and organizations. "The gift may be in the form of a lump sum, a memorial scholarship, a named award, a tuition certificate, or an organization may choose to underwrite the "Investigation into Identity" program for a particular club member or chosen candidate."[7]

---

[7] Ibid, page 42.

The Pennsylvania State University, University Park, Pennsylvania
College of Business Administration

Management Program for Women Executives

An annual feature of the Continuing Education Program of The Pennsylvania State University is a conference under the direction of its College of Business Administration at which women holding responsible executive positions may further develop their executive skills by exploring topics vital to good management.

The Program is based upon a broad approach to management as a basic concept rather than as a function of the particular organizations represented by the participants. Sessions are planned to include ample time for discussion and the development of leadership skills and reporting techniques.

The Conference of 1968, which was held April 21-26 on the campus of the University, dealt with the following subjects:

- How the effective manager thinks
- Management responsibilities
- Planning and organizing
- Motivating and controlling
- The art of decision making
- Roadblocks to effective communications

At a banquet held on Thursday evening of the Conference the speaker was Mrs. Mary D. Keyserling, Director of Women's Bureau, United States Department of Labor.

University of Pittsburgh, Graduate School of Public and International Affairs,
Pittsburgh, Pennsylvania 15213

Program of Carnegie Corporation Fellowships for qualified mid-career women interested in public and community service careers

---

The primary aim of these fellowships is to qualify women to promote effectively a viable urban environment. Its premise is that, in order to meet the challenge of urbanization, all groups must assume responsible leadership in community programs. Also, new programs and services that require qualified personnel offer many opportunities for persons with suitable professional preparation. Opportunities are available in community development, urban renewal, community action to relieve poverty and for neighbourhood improvement, including private, municipal, state and federal administrative posts concerned with urban problems.

Introduction of the program was a direct result of increasing numbers of inquiries and applications for graduate studies received from mature women, while, despite the ever-growing need for trained persons in community service, the talents of women frequently remain virtually unused.

Awards are made in September, January and April to "mid-career women" who qualify. Eligibility is based upon the potential of the applicant for a career in community service and her previous academic and work achievements. Applicants must have at least the Bachelor's degree and be citizens of the United States.

Terms of the Carnegie Corporation Grant provide for acceptance of both full-time and part-time students. The amount of $4,000 is the maximum for a fellowship for full-time work. The part-time maximum is $1,000. Grants are scaled to career potential, past achievements and financial need.

The Master's program set by the School's Department of Urban Affairs includes four main areas: city planning, urban development and renewal, urban management and metropolitan studies. In addition, courses in community work and community organization offered by the School of Social Work may be utilized. Electives are available also in the Schools of Public Health, Business, Law and the Social Sciences. Internships with various agencies may also be included in some programs.

Successful applicants began course work in September 1967, and in January or April 1968, and may do so in subsequent years. Studies may be undertaken on the basis of one, two, three or four courses simultaneously. The number of courses taken each trimester determines the length of time required for completion of a Master's program. Working at the full course rate (four courses) a student would complete requirements for the Master's degree in from 12 to 16 months, depending upon the program of study selected.

THE RADCLIFFE INSTITUTE

3 James Street, Cambridge, Massachusetts 02138

The Radcliffe Institute is an integral part of Radcliffe College and thus of Harvard University. Radcliffe College itself is successor to a college of liberal arts established in 1879 to provide instruction for women by professors of Harvard University. The college was chartered and awarded its first baccalaureate in 1894, when the name Radcliffe College was adopted. By constitutional arrangement in 1943 The Harvard Faculty of Arts and Sciances became the faculty of Radcliffe College, and the entire curriculum of that Faculty was opened to Radcliffe students. In 1963 all degrees at Radcliffe became degrees granted by Harvard University. Undergraduates, on completion of their course, receive Harvard diplomas signed by the presidents of both institutions. All graduate work is administered by Harvard, and the degrees are Harvard degrees.

The Radcliffe Institute, an integral part of Radcliffe College and thus of Harvard University, was established in November 1960 to enable talented women to continue their professional interests during the years when family responsibilities claim the major portion of their attention. The Institute is not a graduate school but rather a community of women scholars and artists working within the larger community of the University. Fellowships enable the members to undertake work in their fields of competence. They have access to studios, studies, libraries, and laboratories as well as to lectures and seminars within Radcliffe and Harvard. The Institute does not provide classes (except through auditing) or give examinations or award credits toward a degree; rather it supplies for each member the conditions and facilities she needs for productive independent work. A sense of affiliation among the members is encouraged and effort is made to enable them to establish or maintain professional associations. They are also in touch with the Harvard-Radcliffe undergraduate community through affiliation with Radcliffe houses and their activities.[1]

The Institute Programs

The programs of the Institute, all of which are concerned with the advancement of learning, include, in addition to the fellowships, a laboratory for educational and vocational guidance; research, and adult education courses in the form of seminars. With the exception of the Radcliffe Seminars, which are largely self-supporting, the Institute is financed through gifts from foundations and individuals.

Fellowships

Central to the purpose of the Radcliffe Institute is its fellowship program. Recipients are women at various stages of professional development who must have given evidence of past accomplishment and must present a definite plan of work. The amount of a fellowship is determined by individual's needs; those for part-time research or study range from $500 to $3,000 and those of full-time scholars from $3,000 to $7,000.

---

[1] The Radcliffe Institute for Independent Study, Report of the Director 196

Awards are made in four categories. Associate Scholars, who form the majority, are usually women who hold advanced degrees or their equivalent in achievement. Selection, which is competitive, is not, however, dependent upon rigid academic requirements. "The important selection criteria are the value and soundness of the proposed project and the qualifications of the applicant for undertaking it."[2] Since the purpose of the fellowship is to open the resources of Radcliffe and Harvard, applicants must either live within commuting distance of Cambridge or be able to go there from time to time for work and consultation.

Affiliate Scholars, who also hold part-time fellowships, are women who require further course work in order to qualify for advancement or to redirect competency within a chosen profession. An example given by the Institute is a medical doctor who wishes to specialize in a particular field such as pediatrics and who needs further clinical work to qualify for specialist certification.

Full-time scholars may spend a year in intensive full-time work on a particular project. They have working facilities but not housing, and there is no set stipend.

Institute Fellows are women who have achieved distinction in a professional field and who are invited on an individual basis to spend varying periods of time at the Institute.

Recent expansion of the program includes 36 fellowships awarded under a special program for women physicians and the newest program of fellowships up to the value of $2,000 for women in part-time graduate study. Announcement of this latter program in the summer of 1967 stressed its experimental character. Applicants were to be women who were assured of acceptance in an advanced degree program in colleges or universities in the states of Connecticut, Massachusetts or Rhode Island. The criteria for selection included evidence of strong commitment to a particular course of study, realistic goals, a well thought out plan for achieving those goals and a strong academic record. Awards were made for one year, beginning September 1967 and renewable if the recipient's work proved satisfactory. The amount of a fellowship depended upon individual needs, covering such expenses as tuition, books, baby sitting and household costs and transportation.

---

[2] The Radcliffe Institute for Independent Study, January 1965.

There were 82 applicants for these awards, from whom 19 recipients in master's and doctoral programs in a variety of fields were selected. There were Ph.D. candidates in American civilization, English, fine arts, mathematics, microbiology, psychology, Religion and African Studies, Romance languages and social ethics and sociology; Master's candidates in Asian studies, fine arts, library science and social work and M.A.T. candidates in English and music. All but three were married women, two being divorced and one single. In age they ranged from 26 to 42 years, by far the majority being not older than 35. One woman had six children, one had three but most had only one or two. Grants ranged from $300 to the full $2,000; six received $1,000, one $800, three $750, one $600 one $550 and five were awarded $500.

So satisfactory has the program proved that 12 grants have been renewed for a second year, and 13 new awards have been made. Of the seven original recipients who were not granted renewals, one had taken a teaching fellowship, four had completed their degrees in June 1968 (two master's degrees and two Ph.D.'s), and two had been awarded Radcliffe grant-in-aid money by the Radcliffe Institute.

First year recipients were studying at the University of Connecticut, Boston University, Harvard, Northeastern, Simmons College and Yale. The 1968-69 list adds women enrolled at Assumption College, Clark University, the University of Massachusetts, Tufts University and the Massachusetts Institute of Technology. The 25 current recipients represent 15 fields of study, those not included in 1967-68 being comparative literature, Spanish, French, political science and international relations. Their family situations are similar to those of last year except that this year had added another mother of six children and there is also one family of four.

Since graduate schools do not consider part-time students eligible for financial aid, this program is particularly significant in that it is demonstrating that graduate work of high quality may be done on a part-time basis. Availability of such assistance, however, does not remove all the difficulties faced by women who combine demanding academic work, even on a part-time basis, with the responsibilities of family life. The recipients of 1967-68 fellowships had found grave shortages of adequate baby sitting and other child care services. Most of them had felt isolated from fellow-students in their graduate schools. They would like to meet occasionally as a group and to be included in some of the Institute's activities.

The program being unique, the Institute is looking first to the experience of the fellowship recipients for guidelines to its evaluation. Already some areas for research have been identified in relation to sources of motivation and the need for a certain quality of flexibility in turning from practical tasks to intellectual activity. Expert advice is being sought in order to formulate the most relevant and effective evaluation procedures.

It is worthy of note that it is the considered policy of the Executive Committee of the Institute to award fellowships rather than to grant loans. The reason is the practical one that a woman with children to educate finds it difficult, if not impossible, to incur indebtedness for her own advanced study or research. Then too the award of a fellowship is a mark of public confidence in the ability of the individual and her potential contribution to society and therefore a spur to further endeavour. Including the most recent new recipients of part-time fellowships 215 women have received fellowships through the Institute since it began in 1960.

Educational and Vocational Guidance

Since 1961 the Institute has had an experimental program in guidance, the purpose of which is to ascertain the needs of educated women and the kinds of counselling that would be most useful to them. Several members of the Institute staff are available to be consulted by women who are interested in making more productive use of their time, talent and training or in pursuing further education toward that end. As a supplement to these interviews and largely as a result of the experience of meeting such women, the Institute in 1964 published a pamphlet entitled, The Next Step, which describes opportunities for part-time study, employment or volunteer activities for the educated woman who lives in Greater Boston.[3]

---

[3] A new catalogue of courses for adults in this area, entitled Educational Opportunities of Greater Boston for Adults is available from The Educational Exchange of Greater Boston, 18 Brattle Street, Cambridge, Massachusetts 02138.

Although the detailed information in this book related to a comparatively limited area, the problems that are explored are "of common interest to educated women in every community." The book may be obtained from the Institute headquarters.

The guidance work of the Institute is an integral part of its research program. Consultation with educated women, identifying their problems and helping them to clarify their goals, provides the raw material for further needed research.

Research

"The Institute's research studies range from the first simple tabulation of the backgrounds and interests of the original applicants for the fellowship programs to basic research on cultural, economic and psychological factors which influence the place of educated women in contemporary life."[4] Following an exploratory period, a series of studies, questions and hypotheses has been designed for more extensive and thorough investigation. For instance, a study of undergraduate career plans and how they change during college years has been underwritten. Another study is focussed on the participants in the Radcliffe Seminars. Some funds have been used to support studies initiated by individual scholars. One project studied women majoring in mathematics and the sciences looking for the qualities that led them to choose and then persevere in these fields.[5]

---

[4] Ibid.

[5] Findings of this study were summarized in an article by Alice L. Dement, entitled "What Brings and Holds Women Science Majors?", published in College and University, The Journal of the American Association of Collegiate Registrars and Admission Officers, Fall 1963, No. 1, pp. 44-50.

The Radcliffe Seminars

These are series of seminars meeting once a week over a given period. Each seminar explores a particular subject through intensive reading, writing and discussion. To facilitate individual participation classes are restricted in size and applications are carefully screened. A university degree is not, however, a condition of admission. Students are expected to devote several hours a week to preparation. A certificate may be awarded upon successful completion of the series; some may be taken for undergraduate credit in the University Extension Program.

Titles of the seminars offered in any one year are indicative of the type of program. In 1966-67, for instance, they included Medieval Culture, Urban Politics; The United Nations and the Promotion of Social Development; Government and Politics; Art, History and Meaning; Quality in Modern Art, and American Gardens and Landscape.

The Headquarters

The Institute Headquarters includes offices for staff, study space for members, seminar rooms and comfortable meeting places for groups of staff, guests and Institute members. A current file of information on fellowships, grants, foundations and other aspects of continuing education and scholarship is maintained. Catalogues of colleges and universities in the Greater Boston area are on hand. There is also a small research library of books in the behavioral and social sciences. In addition members of the Institute have borrowing privileges at any of the Radcliffe or Harvard libraries.

The Institute Membership

From the first group of 21 women appointed in 1961, the Members of the Institute have continued to represent many learned disciplines, for example, archaeology, architecture, economics, history, law, literature, mathematics, medieval art, medicine, music, painting, philosophy, political science, radiation biology and sociology. In age they have ranged from under 30 years to over 60, the majority being in their thirties. Several have only one child, others have four, the majority two or three; the children represent a wide span, the youngest being less than a year old. A high proportion have completed manuscripts, a considerable number are working at paid jobs, teaching, part- or full-time, being most common.

ROOSEVELT UNIVERSITY

430 South Michigan Avenue
Chicago, Illinois 60605

Roosevelt University, founded in 1945, is a coeducational, non-sectarian institution under private control, located in downtown Chicago. The Division of Continuing Education, established in 1962, "is dedicated to the development of the intellectual potential of the mature person through its credit and non-credit programs. In the autumn of 1966 the University introduced within this Division an accelerated program leading to the Bachelor of General Studies Degree for students 25 years and older. In addition various certificate programs provide opportunity for individuals to gain competence in several fields.

The Bachelor of General Studies Degree Program

This program, initially designed under a grant from the Sears Foundation, is offered especially for individuals who missed an opportunity to study for a degree or whose education was interrupted as a result of responsibilities related to family or career. Roosevelt is the first university in the Chicago area to offer a degree program that may give credit for knowledge gained from life experience, and although not a program exclusively for women, it is of special interest because it offers them unique opportunity. The Division had had a special program for women called "Discovery - A Plan for Personal Growth," but had concluded that, with provision for individual counselling, the needs of students of both sexes could be adequately met in a well worked out coeducational plan.

The plan of study for the degree is divided into four sections:

- The Pro-Seminars
- Required courses in an "Area of Concentration."
- Integrating Seminars in the Humanities, Social Sciences and the Natural Sciences
- A supervised internship in Community Service

The Pro-Seminar

The purpose of the pro-seminar is to assist the adult who has been out of the academic environment to overcome the difficulties encountered in returning to formal study. Each Pro-Seminar, comprising not more than 20 students, meets twice a week during the semester with a preceptor, who is a specialist in adult education. Several weeks are spent exploring the subject matter and techniques of academic problems, particularly as they relate to the interests of the adult students. Learning processes, study skills and the improvement of reading and writing habits are given special emphasis.

To evaluate theoretical knowledge that the student has acquired in informal ways, outside the classroom, each is given a series of tests known as the College-Level Examination Program. These examinations, recently developed by the Educational Testing Service of Princeton and still in an experimental stage, assess the student's grasp of fundamental facts and concepts, ability to perceive relationships and comprehension of basic principles in five broad areas of knowledge: English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences and History. The results of these tests may be the basis for assigning transcript credit or for the placement of the student.

While the Pro-Seminar is the equivalent of six semester hours of academic credit toward the B.G.S degree, a student who fails to meet departmental standards for upper level courses either by transcript credit or by examination is obliged to begin with courses at a lower level.

Area of Concentration

The term "concentration" denotes a field of intensive study. As the program expands the number of areas of concentration will be increased. Currently those offered are Computer Technology; Languages; Literature; Political and Economic Institutions, with a domestic and an international option; Urban Problems, and Youth Services. The courses are part of the regular undergraduate program of the University and are taught by its Faculty. The sequence required in each area of concentration has been devised in consultation with the university department involved.

The Integrating Seminars

These seminars, three of which must be taken during the last two years of a student's program, are six-hour survey courses designed to broaden outlook through exploration of the interrelationship and interdependence of three large areas of human knowledge: Man and His Cultural Environment, Man and His Social Environment and Man and His Physical Environment.

The Internship in Community Service

In keeping the University's aim to cultivate student involvement in and concern with community affairs, those in the B.G.S. degree program register for an internship, Man and His Urban Community. The plan is to serve as a volunteer in a local service organization or agency of the student's choosing. It might be a public or private social welfare agency, an association for the cultivation of the arts, or any other body that contributes constructively to the life of the community. Classroom work during this period is focussed on the problems and peculiarities of the Chicago area, while field work of one or two periods a week will be the means of putting theory into practice.

On satisfactory completion of the Pro-Seminar, the Area of Concentration requirements, the Integrating Seminars and the Internship, the student will receive the Degree of Bachelor of General Studies.

It should be noted that this plan, introduced only in 1966, has not as yet been fully implemented.

SAINT XAVIER COLLEGE

103rd St. and Central Park Ave.
Chicago, Illinois 60655

Saint Xavier College, originally established in 1846 as St. Francis Xavier Academy for Females, is a college of liberal arts. It is a private institution conducted by a Roman Catholic order, The Sisters of Mercy. A continuing education program for women is a recent development of the College.

The Continuing Education Program

The continuing education program at Saint Xavier College has been developed in response to urgent demand from increasing numbers of women who either had never begun or had been unable to complete a college education.

Entry into the college degree program is based upon careful evaluation of the candidate's previous educational experience and she is admitted at a level commensurate with her experience. Individual and group counselling to assist her in exploring her own attitudes and abilities are an essential element of the program. In addition a required non-credit seminar is held each semester for new students admitted through the continuing education program. This seminar, conducted by members of the Faculty of the College, consists of lectures, discussions and testing which introduces them to methods of study in various academic fields and acquaints them with the aims and resources of the College.

Although some classes are available in the late afternoon and on Saturday, most are offered in the daytime between 8:30 a.m. and 2:30 p.m. It is not possible, therefore, for continuing education students to complete all of the requirements for a degree on a part-time basis. A minimum of 30 seminar hours earned at Saint Xavier College is required for completion of a degree program.

SARAH LAWRENCE COLLEGE

Bronxville, New York 10708

Sarah Lawrence College is an independent liberal arts college situated 15 miles north of New York City in southern Westchester County. It was opened in 1928 as a college for women but after the war in 1946, responding to the need for more educational opportunities for service men, the phrase "for women" was dropped from the name, and 44 male veterans were admitted as non-resident students. Since that time the College has continued to admit men as special students to most of its programs.

From its inception Sarah Lawrence has stressed the principle of individual education; each student's program is designed to foster her particular talents and interests. Achievement is measured primarily on the basis of the ability and development of the individual, a written evaluation by faculty replacing the conventional competitive system of grading.

While the education of young women remains its primary concern, the College in light of changing social conditions continues to adapt its programs to the needs of other populations. For instance, as early as 1952 Sarah Lawrence provided special courses open to women who, having left college before graduation, wished to return to complete work for the B.A. degree.

The Center for Continuing Education and Community Studies

In 1962 a grant from the Carnegie Corporation enabled Sarah Lawrence to establish a Center for Continuing Education

- to maintain a consultation service for women considering a return to study after a lapse of some years;
- to conduct a program of courses for women whose college study had been interrupted and who wished to complete the Bachelor of Arts degree at Sarah Lawrence College, and
- to engage in research relating to these programs.

The Carnegie Corporation awarded the College a second grant in 1964 to maintain the original functions of the Center and to explore possibilities for developing professional programs in cooperation with other colleges and universities. As a result three programs responding to existing needs in Westchester County, have been developed. Applications for admission to the Sarah Lawrence College Graduate Program leading to the Master of Arts degree are also made through the Center, where they are processed before being submitted to the Faculty Committee or Graduate Studies for decision.

Late in 1965 the Institute for Community Studies was organized as part of the Center, reflecting the continuing interest of the College in the life of the surrounding area. The Institute carries out research projects and develops programs in cooperation with local agencies in a wide variety of community activities. Courses in community studies are open to candidates for Sarah Lawrence degrees, and investigations sponsored by the Institute give students varied opportunities for field work and individual research.

In 1966 the Carnegie Corporation awarded the College a third grant for the partial financing of experimental programs for continuing professional education offered by New York University and Pratt Institute in cooperation with the Center. (see below)

The Consultation Service

The consultation service at the Center provides educational information about undergraduate and graduate programs offered by other colleges and universities in the area, including Westchester County, lower Connecticut, New Jersey, Long Island and the City of New York. Courses offered at these institutions are rich and varied, most permit part-time study and almost all will accept returning students.

The consultation service is available to women who have completed some work in liberal arts and whose study has been interrupted for a period of at least five years. Any such woman is welcome to arrange an interview. As background for an interview clients are asked to write a letter to the Center telling about their present interest and giving an informal account of their educational background and experience. A transcript of the applicant's educational record from each college at which she has studied is required also. They are advised that past grades should not be the deciding factor in resuming study since these may not indicate the quality of work of which they are now capable.

Currently the staff of this service comprises two women counsellors; one of these has a strong social case work background and the other a master's degree in clinical psychology plus considerable interviewing experience.

The Center is developing as complete knowledge as possible of the varied ways a woman may prepare for different fields and of the academic programs she may use in preparation. It has acquired information about related fields which should be considered by women who have particular vocational interests. For example, a woman who has thought of teaching because she wishes to work with children, is encouraged to explore the range of possibilities in such fields as library work, social work and occupational therapy and how to prepare for them.

Specific information about cost is not provided because it depends upon the length of the program, the availability of scholarships and loans and the salary to be anticipated on completion of study.

The Undergraduate Program at the Center

Women returning to study after an absence of five years or more who intend to become candidates for the Bachelor of Arts degree of Sarah Lawrence College study first at the Center for Continuing Education. Three different courses are offered at the Center each semester; each course offers five credits and is limited to 12 students. These courses are taught by Sarah Lawrence faculty, and the credit earned is acceptable towards the degree. Classes are scheduled between 9:00 a.m. and 3:00 p.m. and not more than once a week; in addition each student has an individual conference with the instructor every two weeks.

The student enters as a non-matriculated student and is usually encouraged to take only one course in the first semester.

After four semesters of successful study she may apply for matriculation as a degree candidate. If accepted, she is eligible to take courses offered in the Center curriculum or in the general undergraduate curriculum. Her program is planned individually with an advisor.

The Graduate Studies Program

Sarah Lawrence College offers a Master's degree in the liberal arts: History, Literature, Psychology, Sociology and Community Studies. Other areas of study may be arranged depending upon faculty and student interest. The Sarah Lawrence Faculty Committee on Graduate Studies acts on all applications, supervises the program of each graduate student and recommends the granting of the degree. A candidate applies to the Faculty Committee through the Center. All Sarah Lawrence graduate degree programs are thus planned in consultation between the candidate, the faculty with whom she will be studying and the Committee on Graduate Studies.

Each graduate student is enrolled in senior level courses or special conference courses. Every student has regular tutorial conferences with each teacher as well as with the principal teacher who supervises her work and under whose direction she writes a Master's essay or completes a project.

Prospective graduate students interviewed at the Center are informed of programs available in other colleges and universities as well as at Sarah Lawrence so that they may decide which program is most suitable to their particular needs and interests.

A graduate program in preparation for college teaching, now in its second year, is a timely innovation. Supported by the Esso Foundation the program is designed as an experiment directed toward teaching in junior and community college.

Objectives of the program are to acquire competence in the subject the student proposes to teach; mastery of significant relations between that subject and others; understanding of the developmental needs of community college students, and consideration of ways in which the subject may serve their needs. Ample time is allocated to observation and experience of class-room teaching, the latter being provided through a paid internship in one of the several institutions that cooperate with Sarah Lawrence in this program. A special feature of the training is a common weekly seminar for all students in the program on the theme, "*Ideas in America*".

It is anticipated that most students will require three years to complete this program, but the cost is that of a conventional one-year program at Sarah Lawrence, one third payable each year. The application fee is $10.00. While any qualified candidate is eligible, the rhythm of the program is appropriate for the woman who, because of family or other obligations, is unable to undertake the usual, intensive one-year degree program.

The New York University - Sarah Lawrence College
Graduate Program in Early Childhood and Elementary Education

From the beginning many women who consulted the Center were interested in teaching and wished to qualify as public elementary school teachers. At the same time there was urgent need of teachers in Westchester. Sarah Lawrence, therefore, arranged with New York University School of Education to establish an experimental program of professional training patterned in the recognition that wives and mothers returning to study require a different type of educational structure for that provided in existing programs.

The Center interviews and screens applicants and recommends suitable candidates to New York University. The University is responsible for final admission, for placing students in teaching situations, and for the awarding of the Master's degree in Education. Most of the program is centered in Westchester with certain special courses required at New York University during the last two years.

Experimental in character, this program is planned not only to accommodate the particular needs of the students. It is designed to draw upon their experience. "Many of them," remarks the Director of the Center, "have been actively involved in the schools because of their school-going children and are aware, as younger students are not, of the critical issues of adjustment involving the home, the school and the child. Materials of study in the Center, seminars and observations in public classrooms tend to make these issues sharper, more intimate and precise."

The New York University - Sarah Lawrence Graduate Program in Social Work

The social work program, still another project in professional education, is the result of a survey to determine the need for professionally trained social workers in Westchester County and the possibilities of supplying them. The survey showed that the need was critical and that numbers of mature women graduates were anxious to make a contribution as trained social workers. It was no less apparent, however, that only by devising a plan that took account of their responsibilities as wives, mothers and homemakers could this be made possible.

Instead of the usual two-year graduate sequence, a four-year part-time program was developed, and the first class was admitted in 1964. Classes, taught by staff of the New York School of Social Work, are held in a New York University building in White Plains.* The Sarah Lawrence Center of Continuing Education provides the facilities of its Counselling Service through which candidates are recommended for admission to the program. The University grants Master of Social Work degree at the completion of the course.

A Professional Advisory Council, composed of executives and administrators of 15 county health and welfare agencies collaborates with New York University and Sarah Lawrence College in supporting the program. The Council participated in the original survey and continues to recommend candidates for consideration; it also develops suitable field work placements.

Under the provisions of the Carnegie grant, a careful research project has been designed to measure the progress and skills developed through this program. The mature women are being matched with a comparable group in the conventional two-year course given at the School in Washington Square, New York City, so that the two programs can be accurately compared and contrasted.

---

* A city near Bronxville.

The Pratt Institute - Sarah Lawrence Graduate Program in Library Science

A survey was conducted in the fall of 1964 to determine the need for school, public and institutional librarians in Westchester County and the prospects of developing part-time professional librarian training for women graduates. As in the case of social work, the survey documented an alarming shortage of professional librarians. Also established was the availability of women with bachelor degrees who under suitable conditions, might be expected to fill the gap. The Sarah Lawrence College Center of Continuing Education therefore entered into an agreement with the Graduate Library School of Pratt Institute to develop a program to serve such a group. This program was begun in September 1965. Courses designed and staffed by Pratt Institute are now being offered. The Center recruits candidates through its Counselling Service and presents them to Pratt for professional approval. Students accepted for the program may begin study at the Center on a part-time basis during the day. Further work leading to the degree of Master of Library Science, conferred by Pratt Institute, must be taken at the Brooklyn campus of the Institute. It is possible to complete the degree in two to three years, although it may be taken over a longer period.

This program has had the support and encouragement of the Westchester Library Association, which has conducted series of lectures to promote understanding of the role of libraries and librarians in the community.

A Graduate Program for School Counselors

Sarah Lawrence College, Center for Continuing Education and Bank Street College of Education

An experimental program leading to a Master's Degree in Guidance and New York State Certification as a school counsellor has been worked out jointly by the Sarah Lawrence Centre and Bank Street College of Education. The course is a three-year part-time sequence of courses arranged to accommodate women who wish to combine preparation for a productive career in a field which has a shortage of personnel with continuing, if lessened, family responsibilities. Candidates must have completed the Bachelor's degree in the liberal arts; they should be mature persons deeply interested in the welfare of children but without prior experience in teaching. The course includes intensive observation and study of schools and thoroughly supervised field and internship experiences to enable students to acquire the understanding and skills necessary to function as school counsellors.

Bank Street College of Education*, like Sarah Lawrence College, is at home with innovative approaches to education. The professional staffs of both institutions "share similar convictions about the dynamics of adult change and the training of adults." Moreover they are "especially interested in adults who are in the process of shaping new careers for themselves."

---

* Bank Street College of Education, 69 Bank Street, New York, N. Y. 10014, is a recognized teachers' college under private control which offers graduate programs only and gives special emphasis to research.

STATE UNIVERSITY AGRICULTURAL AND TECHNICAL COLLEGE

Farmingdale, New York 11735

Center for Community Educational Services

In the summer of 1966 a grant of $12,000 was made to the State University under Title I of the Higher Education Act of 1965 to be administered within the Evening College. In accordance with the objectives of the grant, a Center for Community Educational Services was established to identify community needs and then develop educational programs to meet these needs. In addition to programs funded under the Grant, the Center has initiated unfunded programs for adults and coordinated workshops and institutes that had already existed. Community organizations have been closely involved in planning the program of the Center and, largely as a result of the growing demand for education on the part of adults, particularly mature women and the elderly, it has received wide and effective publicity through the mass media. Also, lines of communication have been established with other educational institutions, with industry, government and social agencies.

Among the projects funded under the Grant is a 15-session non-credit daytime program called Gateway to Careers for Women. Irrespective of their educational background, women who wish to extend their activity in education, employment or community service may have direct assistance through this program. It includes self-evaluation techniques; written, oral and field assignments, training in job finding, counselling and orientation to the labour market.

The Center for Community Educational Services issues a flyer, Educational Opportunities for Women, which describes various types of programs, credit and non-credit, of which women may take advantage. These include degree and certificate programs conducted by the Evening College in a variety of fields, special daytime leadership training programs for adults, classes for counselling and guidance and vocational courses, both credit and non-credit, to introduce new skills or upgrade old ones. Among the available vocational courses are full-time two-year degree programs offered in the daytime. Reference is made also to the availability of liberal arts courses and short-term non-credit workshops in special fields such as theatre practice, discussion skills and geriatrics.

On the basis of the brief summary given in the flyer, individuals are invited to write to the Center for Community Educational Services for complete information regarding programs in which they are interested.

SYRACUSE UNIVERSITY

Syracuse, New York 13202

Syracuse University is a privately endowed co-educational residential institution in the city of Syracuse in Central New York State. Its first degree-granting faculty, the College of Liberal Arts, was established in 1871, and "the spirit of the Liberal Arts" still marks its approach to all education, including professional and vocational. One of the 17 schools and colleges that make up the institution is University College, the college of continuing education of Syracuse University. In order to provide broad educational and cultural opportunities for adults, University College draws upon the faculty and other resources of the University as a whole. It also brings to the campus outstanding scholars and artists to lend enrichment to the wide variety of programs that are offered. Among the possibilities of continuing education through University College is a non-residential, non-commuting Bachelor's degree program "based on the belief that many adults have the capacity, desire and stamina to pursue a course of directed, independent study."

"Center of Continuing Education for Women"

In May 1963 University College was awarded a grant from the Carnegie Corporation to organize for an experimental period a centre of continuing education for women. The "Center" was to provide information about part-time study opportunities in the various schools and colleges of the University and guidance in working out viable plans for continuing education based upon personal needs and aptitudes. Financial arrangements, proficiency examinations were to be discussed with applicants, and they were to be assisted in gaining access to testing services and other means of self-appraisal. Personal counselling for adult applicants, the majority of whom are obliged to pursue part-time schedules of study was already an inherent aspect of the work of University College. The new "Center", however, was to focus upon the particular questions confronting women returning in mid-career for further education, often to prepare for employment. At the same time the Center was to work with key persons in the various schools and colleges of the University in developing occupationally oriented, part-time educational programs for women in fields of work where there are acute shortages of trained personnel.

Staff

The staff of the "Center" include the Program Administrator, who has the key role in planning, developing and evaluating special programs; the Counsellor, who, while carrying special responsibility for the clients of the "Center", is also a recognized member of the counselling staff of University College, and a Secretary-Stenographer.

Clients

During its three years of existence publicity about the "Center" in the Syracuse Metropolitan Area has attracted many enquirers. The counselling service is free and involves no obligation to enroll in University courses. Most clients, however, are seriously interested in further education. If testing is necessary or desired, a woman may be referred to the appropriate office within the University which exacts a modest fee or to the Syracuse Office of the New York State Employment Service where similar services are available free of charge.

A considerable proportion of the women who have been in touch with the "Center" have enrolled in part-time undergraduate programs offered by University College; some have been directed to the non-residential degree program of directed independent study. University graduates who have the essential qualifications have entered various professional schools of the University such as the School of Social Work and the School of Library Science.

Special programs

Responding to shortages of trained personnel in the traditionally feminine occupations, the "Center", in cooperation with various professional schools of the University, has been instrumental in developing a number of special programs: workshops for supervising nurses; a certificate program for social work aides, in effect, an accelerated part-time training opportunity for college graduates interested in social welfare; a six-week institute for teacher re-entry, which was a carefully designed program of part-time training to give elementary school teachers who had not been teaching the needed preparation to resume a teaching career.

A unique aspect of this last program was the commitment of the candidates to accept placement in the schools on a partnership basis whereby two teachers assume one full-time teaching position. Under the partnership arrangement usually one person is responsible for the morning session and the other for the afternoon. The plan is sufficiently flexible, however, to allow for other combinations; its chief advantage is that it opens up opportunities for regular part-time employment for women teachers with family responsibilities. So innovative an arrangement having presented some difficulties in placement, the "Center" has recommended the preparation of a brochure in partnership teaching for the use of school personnel and board members. Meanwhile principals who accepted "Institute graduates" on a partnership basis are finding the arrangement highly satisfactory.

In the autumn of 1967, as a result of cooperative planning with the College of Home Economics and the School of Education, a "mid-career program in child development and education" was offered. This is a two-year program of part-time study leading to a Master's Degree in early childhood education. It is open to graduates of any accredited college or university, admission being obtained through application to the "Center for the Continuing Education of Women." After a series of courses taken in common, the students, according to their individual interests and goals, may opt for a degree from either of the cooperating schools, selecting the courses required in each case. Fees for this course are at the regular rate for graduate credits.

Still another "mid-career" teacher training program was begun in January 1968 to continue through five semesters. This program is being offered by the School of Education with the cooperation of the "Center for Continuing Education for Women." It is a special fellowship program funded by the New York State Teachers Reserve[1] and being developed as a prototype for innovative methods of teacher training which may be adopted more widely in future. The plan is to combine closely supervised involvement with children in a classroom setting with an individualized professional study program. How to help children to become inquiring learners will be a primary emphasis.

Like the Institute for Teacher Re-entry offered in the spring of 1967, which tested the validity of the partnership plan, this program will be directed to partnership teaching in order to attract women graduates of outstanding ability who, because of family commitments, are unable to undertake full-time teaching. Noteworthy is the fact that the summer will be left free for the trainee to be with her family and to pursue independent reading from selections reviewed during the first semester. There are no tuition costs for the trainee. She must however pay a fee of $45.00 for curriculum materials each semester and purchase her own books. Payment is to be made for the period of practice teaching which is arranged on partnership basis.

---

[1] The New York State Teachers Reserve program is a major effort of the State Department of Education to relieve the shortage of teachers. A special agency was set up within the Division of Teacher Education and Certification with responsibility for (1) conducting a statewide canvass of potential teachers, (2) registering candidates for the Reserve and instituting in-service training and refresher courses to encourage prospective teachers to enter or re-enter the classroom as soon as possible; (3) developing continuing education programs for liberal arts, graduates and others who require extensive professional preparation; (4) exploring the role of auxiliary personnel in the classroom and the kinds of training needed to qualify individuals for such assignments; establishing two demonstration projects to develop the bases for future training programs.
The "mid-career" teacher training program at Syracuse University is one of these last, another having been set up at Long Island University.

Financial assistance

The "Center of Continuing Education for Women" has limited funds available for scholarships. Loans are handled, however, through a University College committee, chaired by the head of the counselling services. The staff of the "Center" have found that most married women students have great need for financial assistance.

UNIVERSITY OF WISCONSIN

The University of Wisconsin is a co-educational state university, comprising five campus units each headed by a chancellor: The University of Wisconsin - Madison; The University of Wisconsin - Milwaukee; The University of Wisconsin - Green Bay; The University of Wisconsin - Parkside (in southeastern Wisconsin); and The University of Wisconsin Center System, which operates seven two-year campuses that feed into the senior units. The University offers a wide range of disciplines, including postgraduate studies and professional education in many fields. The Madison campus has the largest enrolment and, having the greatest number of senior faculty members, does most of the postgraduate work. There are several doctoral programs at Milwaukee, however, while the Green Bay and Parkside units at present offer only undergraduate work.

University Extension of The University of Wisconsin, established in 1916 to make the special resources of the university available to all the people of the State, has become a state-wide agency responsible for outreach from all campuses in the University system. Reporting to its chancellor, University Extension administers some credit programs and is generally responsible for all non-credit instruction offered at or staffed from the resident campus units.

Women comprise a growing proportion of mature students on the resident campuses[1] and a substantial proportion also of those in both credit and non-credit programs offered by University Extension.

---

[1] A descriptive study of women over 25 years of age at the University of Wisconsin was submitted by Shirley Peterson Wright as a thesis in partial fulfillment of requirements for the degree, Master of Science (Sociology) in 1965. A copy of this thesis is available in the library of The Ontario Institute for Studies in Education.

Special Provision For
The Continuing Education of Women at Wisconsin University

University Extension, University of Wisconsin, has a lively section that comprises three programs especially concerned with the continuing education of women. These programs, which formerly operated under different auspices within the University, include University education of women; Women's education programs (Extension), and Cooperative Extension Programs - Home Economics.

I. University education of women

In the spring of 1962 the University created a department for long-range, state-wide plans for the continuing education of women. A survey of women in the Madison area conducted in the autumn of 1961 had resulted in the appointment of a specialist in women's education "to prepare a plan for the encouragement and promotion of the education of Wisconsin women and the increased participation of women at professional levels both within and beyond the University." A Conference on the Continuing Education of Women held in February further confirmed the need for a continuing service of this type within the University, and in March the department was established as an adjunct to the Office of the Dean of Women, later to become a department within the Division of Student Affairs.

The chief function of the Department was to advise and assist mature women who wished to resume formal education at either the post-graduate or undergraduate level. Most of these, it was found, were women with serious, though frequently indefinite, purposes of learning as preparation for some meaningful activity. In addition to academic advice and procedural help with admission and registration, the majority, looking forward to eventual employment, needed also vocational guidance and often also testing and professional counselling.

Typical problems encountered are reflected in recommendations made to the University authorities that a special adviser to mature students be appointed to the staff of the Office of Admissions, that the Registrar consider publication of a pamphlet on how to enroll as a part-time student.

For University Extension the Department designed a four-session summer course as an orientation for women considering a return to formal education. This orientation was to facilitate the policy of the University that the mature woman student is to be assimilated into program in the same way as any other student. Participants were given opportunity to explore library facilities and other resources of the university. Some appointments were made for counselling and testing, and advice was available to those who wished to plan an educational program. This experiment was so successful that it was recommended that University Extension seriously consider an annual orientation course either for women only or possibly for both men and women.

The compiling of a roster of professional qualified women with a view to having them make use of their experience, skills and education made the Department of Education of Women available as a job placement clearing house for this type of woman.

Effort was made also to influence younger undergraduate women to avoid "the obsolescence of education and training that their mothers were experiencing". For this purpose a special packet of materials was prepared for senior women students to help them decide upon suitable professional preparation and to plan beyond graduation and marriage.

The Department did not duplicate other counselling services available to prospective students. Rather it directed attention to these and advised students to make use of the appropriate ones, including academic advising, personal counselling, financial aid, housing advice, health services, professional and vocational counselling, etc. The Department did, however, actively promote experimentation with a five-year fellowship program begun in 1963 with support from the Carnegie Corporation of New York.

These fellowships were to be reserved for women who had had gaps in academic life and who were ineligible for other fellowships either because they were unable to be full-time students or could not compete favourably for regular awards on account of prolonged absence from their professional fields. To qualify as an E. B. Fred Fellow a woman was required to give evidence of being able to complete the degree within a reasonable length of time and of intending to proceed to a profession. It was understood, also, that she must have a number of productive years ahead after receiving the degree. A survey of E. B. Fred Fellows based on an eight-page questionnaire distributed through the survey laboratory of the University is in process, and, since the original program comes to an end in 1968, a proposal has been put forward for its continuance including fellowships for men as well as women.

Aware of the percentage decline in the number of women in graduate studies, the Department undertook a study of reasons for the high rate of women "drop-outs" from postgraduate studies. Also, there being considerable numbers of mature women (over 25 years) already enrolled in the University, an investigation of their academic aspirations, problems, successes and failures was undertaken.

As a result of these various activities the particular needs of older students have been defined to include:

- a readily identifiable office on each campus that will give them needed assistance;
- flexibility in admission policies such as permitting part-time enrollment for all degrees offered by the institution;
- financial assistance for mature students, especially those who are "part-time", for whom little if any aid is available;
- an employment placement centre to serve both the college or university and the community which would concentrate on assisting mature educated women to find full or part-time employment commensurate with their education and ability.

In 1967-68, now within University Extension, the Director of the Department, who is also Chairman of the Wisconsin Governor's Commission on the Status of Women, holding the office until July 1969, introduced special emphasis on the employment of Wisconsin women. Recognizing that the prospects of women's employment are blocked not only by lack of adequate education and training but also by traditional attitudes toward what constitutes men's work and women's work, she engaged in a broader program working with various community agencies and groups.

For example, with the State Employment Service she consulted regarding counselor training; with the School for Workers and Labor Unions regarding training opportunities and counselling of women; with the Wisconsin Equal Employment Association regarding the inclusion of sex discrimination in its roster of concerns; with the University Extension Division for Professional Education to identify trained professionals not employed in their fields and bring them back into service; with the Extension Field Staff to include material on employment needs and opportunities within their "package program"; with centres or offices for the continuing education of women on college and university campuses throughout the State to assist them in utilizing the employment potential of women; with high school counselors to stress the importance of awareness on the part of boys and girls in school of the expectations and opportunities ahead of them and to stir them to a sense of social responsibility; with a government task force on the civil service to ensure equality of employment, promotion and remuneration for men and women.

Activities with a more individual focus such as advising women in the Madison area and providing a placement service for them were discontinued.

ii. University Extension Women's Education Programs

Meanwhile within University Extension an office with particular responsibility for women's education had been established in October 1962. A state coordinator, who is responsible also for coordinating the special programs for women in the Madison area, is located at the

Madison campus. In addition there are area coordinators who work out of centres in various parts of the state, and several of the University Extension field personnel are incorporating special classes for women into their programs.

In the beginning the chief components of these programs were services for counselling and non-credit liberal arts classes for intellectual enrichment. To ensure efficient use of limited resources of expert personnel as well as to offer the stimulation of varied attitudes and experience, a group approach to counselling was adopted, not as a substitute for individual counselling but rather as prelude to it. As the program has developed, however, expansion has occurred in liberal arts classes rather than in counselling services. The coordinator explains this development as a by-product of the highly developed skill of University Extension personnel in programming classes, institutes, and conferences. Furthermore, non-credit liberal arts classes held in suburban locations during the day-time with concurrent classes for pre-school children have been found to fill a variety of needs for housewives, who are the main clientele.

The counselling component has become chiefly one of advising and referring individuals who are entering the University or looking for employment. Interestingly enough, too, the university classes themselves have provided simple group therapy for many of the women, "helping them to new insights while viewing the world with new perspectives." That women who seem to have problems of adjustment may need broader horizons as much as or more than psychological counselling seems to be a reasonable deduction. However, it is worthy of note that educational and vocational information and advice had become much more readily accessible as a result of the work of the news media, the women's organizations and both the President's and the Governor's Commissions on the Status of Women. In the opinion of the state coordinator a stage had been reached "where women were not so much in need of talking about something as in need of things to do." Academic classes were offered, therefore, as stepping stones to further activity and aids in deciding upon goals.

The coordinator has observed also that classes in effective speaking and listening tend to become in effect group counselling. The subject seems to attract highly motivated women who still have doubts about their abilities. Happily, instructors have been capable of adapting the sessions to the psychological needs of group members.

Imagination marks the planning of programs. Classes offered in the fall semester are grouped under the broad title, A Season for Learning, while Spring Tonic is the name of those held during the spring semester. Subject matter is widely varied; it ranges from Anthropology (Cultures in Conflict), Contemporary Literature and The Role of the Humanities in 20th Century Living to Economics "Refresher" and Modern Mathematics for the Layman. Today's World of Science, Urbanism (Society and Politics), Literature of the Hebrew Bible, Existential Theatre, Law and Social Change, French for Travelers and Keys to Environmental Design are among the subjects listed for classes in many communities. Program content in some centres is being extended to include vocational and professional training, which from the start had been considered as an area of responsibility of the section.

Community involvement in the women's programs is achieved in various ways. Area coordinators have developed a system of "extension advisors", usually two women from among the clientele in communities interested in educational programming for women. These advisors pass on suggestions for course content, arrange for meeting places in schools, libraries and homes and assist in publicizing classes. Libraries in both large and small communities may cooperate by looking after publicity and registration for courses, leaving to the staff the more academic concerns of obtaining instructors and preparing information for publicity. From time to time, also, programs are offered for and with various women's organizations. For example one-day programs in several regions of the State are conducted for the Wisconsin Federation of Business and Professional Women's Clubs. Three-day summer forums are organized annually for the Wisconsin Federation of Women's Clubs. One-day conferences and seminars or five sessions one day a week for five weeks to deal with special topics may be co-sponsored with various women's organizations. A one-day conference on the theme "Antidote for Apathy," planned with the League of Women Voters and co-sponsored by fifteen well known organizations is a case in point.

The office in Madison tries to keep abreast of activities in the field of the continuing education of women through correspondence and exchange of literature with similar organizations and agencies. Cooperation with the other two formerly separate sections now within University Extension expedites this exchange; it also strengthens contacts with volunteer organizations and employers, channels of up-to-date information about opportunities for women. Further, it is anticipated that the merging of field staffs with Cooperative Extension may make it possible to offer services to additional communities and individuals.

iii. Cooperative Extension Programs - Home Economics

"Home Economics Extension" has a long history not only in the University of Wisconsin but throughout the United States. It is an integral part of the Cooperative Extension Service that stems from legislation passed by Congress in 1914 — the Smith-Lever Extension Act — which made federal funds available for the promotion of extension work in "agriculture and home economics and subjects related thereto." From its inception the Service, following the terms of the legislation, has been a cooperative endeavour between Land Grant institutions and the United States Department of Agriculture. This fact accounts for the term, cooperative extension. The University of Wisconsin, being one of the educational institutions whose resources were extended as a result of the Land Grant College Act of 1862, has widespread cooperative extension services. Its educational telephone network reaches 60 localities.

In the beginning home economics instruction took the form of practical demonstrations of the best methods of canning, cookery and various forms of housework for the benefit of homemakers in a given community. Early Extension workers encouraged neighbouring homemakers to organize home demonstration clubs to study improved forms of homemaking under the guidance of visiting lecturers and later state college specialists and county Extension workers.

This informal off-campus program of education through clubs, classes and lectures, at first limited to rural regions, has been extended to urban districts also. Various mass media such as bulletins, movies, radio and television have increased its outreach. One-shot meetings and single educational experiences are being replaced by more intensive programs of study such as short courses, workshops, television series, television combined with group discussion and home-study courses.

At the same time the subject matter of home economics has been expanded to encompass such areas of national concern as family stability, consumer competence, family health, family housing and community and resource development.[1] Programs are designed to meet the needs of particular groups within the clientele of home economics extension: Rural and urban families - young married couples, families with young children, low income families, working women; Youth and youth leadership; Senior citizens; Business and industry personnel; Professional home economists, and Professionals in family-oriented organizations.

In developing broader problem-centred programs it is recognized that extension home economists must plan and work with other disciplines within the university, at the same time enlisting the active participation of local people. Women's organizations have been found to be an effective channel for the dissemination of information and the development of leadership. The effectiveness of volunteer leaders and program assistants in bringing about changes among their peers is being substantiated through experience and research.

Resource material in the form of a bulletin, KEEPING UP TO DATE, is published six times a year by the University of Wisconsin, Home Economics Extension. For example, the February 1968 issue included material on Consumer marketing, Consumer protection, Family economics, Family life, Foods and nutrition, Home furnishings, Household eauipment,

---

[1] Extension Home Economics, FOCUS. A publication prepared by the Home Economics Subcommittee of ECOP (Extension Committee on Organization and Policy), American Association of Land Grant Colleges and State Universities. November 1966. Available from Division of Home Economics, Federal Extension Services, United States Department of Agriculture, Washington, D.C. 20250.

Housing, Textiles and Clothing. This material is for use by County Extension home economists and Home Economics teachers in the state.

A recent development in Wisconsin is the assignment of Extension home economists to work with the women in disadvantaged area of larger cities of the state. Eight of these are assigned to Milwaukee and one to Racine.

II. PROGRAMS SPONSORED BY COMMUNITY COLLEGES

CUYAHOGA COMMUNITY COLLEGE

Cleveland, Ohio

Cuyahoga Community College, the first public two-year community junior college established in Ohio, has expanded rapidly since its beginning in 1962. From an initial enrolment of 3,000, by 1967 the College had 12,600 students, and the forecast for 1971 is 23,000. In 1966 it began operation on two campuses, one in downtown Cleveland (Metropolitan Campus), the other some 10 miles out (Western Campus). Curriculum of the College includes both transfer and occupational courses. After the first two years in a liberal arts program, a successful student may transfer to a four-year college or university. Cuyahoga's occupational curriculum offers a wide choice of courses preparatory for employment in specific fields. Counselling is available through a guidance centre staffed by professional counsellors. Also the College offers a variety of adult education and community service programs. Its tuition, $300 per year for full-time students who are residents of Cuyahoga County, is the lowest in Ohio.

PROJECT "EVE"

Project "EVE", serving the adult woman is a community service of Cuyahoga Community College that was begun in November 1966 at the Metropolitan Campus. It is an information, counselling and referral centre for mature women at all levels of educational attainment who are making decisions relating to Education, Volunteer activities, and Employment opportunities.

Origin

The idea for "EVE" started in a sub-committee of the Women's Association of Cleveland College (of Western Reserve University). Concern was expressed with the lack of educational and vocational counselling services for educated adult women in our community. This concern merged with that of Cuyahoga Community College for specialized counselling for adult women at all educational levels.

Finance

Originally the project was funded under Title I of the Higher Education Act of 1965, with a supplementary grant for the first year from the Greater Cleveland Associated Foundations, a grouping of private foundations which has provided "seed" money for a number of Cleveland projects but which is not a source of continuing support. On the advice of the State Board of Regents, which controls funding under Title I of the Higher Education Act, funds from that source covered 50 per cent of the budget for 1967-68, Cuyahoga Community College underwriting the other half.

Information, counselling and referral services are available without cost to the individual woman. An Advisory Board comprised of men and women who are community leaders in business, education and public services contributes ideas and suggestions to the continuing development of the project. During its second year of operation, "EVE" has moved into new areas which provide services to the economically disadvantaged woman as well as continuing its previous program. It is anticipated, therefore, that the project will have proven of sufficient value to the community to warrant local financial support in the future.

Program

Main feature of the program of "EVE" is individual counselling based upon continuing exploration of the needs of the mature woman and of the agencies, institution, and organizations through which she may be enabled to make an active and meaningful contribution to the life of the community. Group programs have been developed, also, however, to supplement individual counselling, provide the stimulus of personal interaction and make more economical use of time. These have included Career Information Series, co-sponsored with the Cleveland Public Library and held in its auditorium and day-time groups in which discussion is focussed upon Decisions Toward New Directions.

> Career Information Series - The first of these dealt in succession with Library Careers, Careers in Educational Settings, Clerical Fields, Hospital Careers and Social Service. A second series was expanded to include a session on Using Home Skills; Hospital Careers was broadened to Health Careers, and a session on Using Skills of Persuasion replaced the earlier one on Library Careers. Attendance varied considerably from one session to another and was substantially greater during the first series, which was more widely and effectively publicized. There was no fee for these series. Participants indicated that they were helped "to face reality and recognize that further education was needed before they could hope to find work satisfaction."

Decisions Toward New Directions - These discussions were planned as an economical way to provide maximum information and counselling, using group methods. A registration fee of $5.00 was charged. To test ways of achieving the most satisfactory results, the 20 groups that were organized were varied in size, structure and program. It has been found that, although homogeneous groupings tend to save time, the participants gain deeper and broader understanding through encounter with people of differing background and experience. "Married women gained a sense of urgency from widows and divorcees.... Well-educated women gained a feeling of community of problems from the women with little formal education. Racially mixed groups, particularly, provided an opportunity to learn to accept persons as individuals rather than as stereotypes." Of the 167 women who participated in Decisions groups, those who have received the most long-range value seem to have been those in their late thirties or early forties. While these women tend still to have "limiting home responsibilities", they have time to explore and evaluate further as they continue their education on a part-time basis.

"EVE" has given attention also to the college-educated woman. A symposium in which 43 women participated in a four-hour session was held in the spring of 1967. A registration fee of $3.00 helped to meet expenses. Twenty-five of the women who took part have since been active in other "EVE" programs.

Also, two experimental programs have been conducted in cooperation with suburban branches of the YWCA in the metropolitan area of Cleveland. Facilities and clerical staff were given by the YWCA while "EVE" provided instructional staff and coordinated activities and material. These suburban programs awakened women who would not otherwise have been reached to the need for advance planning and career information. On the whole they were women who were less motivated to take immediate action than other groups. Rather they found satisfaction in discussing the roles of women, attitudes of husbands and children and their own motivation. Outside speakers were used and the women travelled as a group to the downtown office of the Ohio Employment Service for testing.

A three-session evening program was held for a small group of women employed in jobs which they felt did not utilize their full talents, interest, and abilities. They were assisted in clarifying their goals for the future and in developing plans of action to increase their skills.

Participants

During its first year of operation the project served 750 women ranging in age from 28 to 72, with the highest concentration in the 40's. For the future emphasis will be placed on reaching more women under 45 on the premise that greater benefit can be derived from planning at an earlier age.

In educational attainment the women represented all levels from eighth grade or less through to women with the Master's degree. The majority, however, had at least completed high school. One of the goals for the future is to develop programs with greater meaning for the unskilled and poorly educated woman.

While "EVE" was designed originally to appeal to the married woman who wishes to expand her activities as family responsibilities diminish, there was heavy demand also for services from widows and divorcees. These latter together have made up a third of all clients. Single women were in a distinct minority (only 4 per cent of the total). Typically they were women who began to work after completing high school feeling that it would be only a short time until they would marry and withdraw from the labour force. Most of them were in clerical positions without advancement possibilities and were interested in continuing education to be able to move into more challenging work.

About 75 per cent of the clients were from suburban areas. "EVE" programs thus far have not attracted as many "inner-city women" as it is hoped to do in the future.

Staff

Since an initial concern of "EVE" was to utilize part-time workers, the staff was organized to provide part-time opportunities in all positions except that of the Director. The employment of two part-time secretaries proved to be impractical, however, because of lack of continuity and the amount of supervision required. Counsellors, however, have been recruited from among trained and experienced women who are not interested in full-time work, thus avoiding competition with previously existing counselling agencies in obtaining staff. Additional well-qualified counsellors are available on a part-time basis to deal with specialized aspects of the program.

The Director reports that part-time scheduling has been completely satisfactory; it provides good service during peak load periods and minimum cost during slack periods.

Results After One Year

1. About one-third of the clients have either obtained employment or begun further education. These women required confidence building and information related to the next steps to be taken.
2. About one-third have been able to develop realistic plans of action, most of them to continue their education, others to seek employment after the summer holiday period when their children are out of school.
3. The remaining third represent a variety of problems areas for which short-range solution do not exist. Nevertheless they have been helped to recognize and define their problems and in some cases have developed approaches to coping with them. They include
   i. Women over 55 who have no definite skills and who, because of their age, hesitate to undertake training. New activities have been found often to be threatening to women in this age group.
   ii. Women who wish to complete college courses on a part-time, day-time basis and who are unable to gain admission to institutions whose tuition they can afford.
   iii. Women who want particular types of part-time work that are not available, except, if at all, on the basis of slow job development.
   iv. Women with limited financial resources who cannot afford further training and have been unable to obtain financial assistance.

v. Women whose family responsibilities are still too demanding to admit of direct action for some time to come.

Sources:

American Council on Education, American Junior Colleges. Seventh edition, 1967.

Letters from Lynn Holl Sikora, Director Project "EVE", dated October 26, 1967 and February 13, 1968.

Project "EVE" - A Summary of First Year Operation. December 31, 1967.

Proposal Abstract - To continue the development of "EVE".

Corning Community College

Corning[1], New York

Corning Community College, opened in 1958, is a coeducational institution offering university-parallel and occupational curricula. Associate degrees in Arts, Science and Applied Science are awarded, and successful students may be admitted to four-year college programs to continue to a full degree. The College is accredited by the Middle States Association, its curricula being approved by the State University of New York Board of Trustees, registered by the State Education Department and authorized by the Board of Regents of the University of the State of New York. The College Board of Trustees has nine members who serve nine-year terms. Four members are appointed by the governor and five by the local school board. All members must reside in the district.[2]

"Community Vocational Counseling Center"

Sponsored by Corning Community College and funded under the Vocational Education Act of 1963, the Community Vocational Counseling Center was established July 1, 1967 with temporary quarters at the College. Soon a downtown location was chosen, and first referrals were received by October 1. The Center provides professional guidance and counselling services that are available to all members of the community.

---

[1] Corning, originally settled in 1789, is a city of some 17,000 or 18,000 in Steuben County, home of the Corning Glass Works. It serves as a trading centre for the surrounding coal-mining, dairying and tobacco raising region. Encyclopedia [illegible]icana, Vol. 7, p. 716-17.

[2] American Council on Education, American Junior Colleges, Seventh Edition, Washington, D.C. 1967.

It also seeks to organize cooperation among industries, agencies and educational institutions in order to ascertain the vocational needs of the community and develop relevant educational and training programs. For further outreach satellite offices have been opened in the nearby municipalities of Bath and Elmira.

Staff

During the first year of operation the professional staff was built up to include, in addition to the Director-Counsellor, two full-time counsellors, a man and a woman, and one counsellor who works part time. All have the Master's Degree and three have been teachers as well as having had counselling experience with adults and young people of widely varied backgrounds. Clerical staff comprised two full-time secretaries and a part-time clerk typist. The addition of a research counsellor and a clerical assistant is planned for the second year.

Program

The Center seeks to promote wider acceptance by citizens, especially parents and students, of "the dignity of work" and the relation of this concept to the growing spectrum of occupational opportunities at less than the professional level. It is anticipated that as the Center develops further an important aspect of its work will be the compiling and disseminating of material on job opportunities in occupations at the paraprofessional level and the educational preparation required for them. Meanwhile an occupational and educational library has been set up as an aid to counselling. Clients are assisted in evaluating their own interests, aptitudes and personal values in face of the continually changing demands and expectations of society. The counselling interview may be supplemented by appropriate testing after which the results and recommendations are usually summarized in a written report. Parents of young adults and school-aged students are encouraged to have an interview with the counsellor, and members of the adult's family are encouraged to share in the counselling and participate in the making of future plans.

Clientele

For the most part the Center works with individuals who have some affiliation or identification with an industry, agency or educational institution in the community. Some 74 percent of the clientele in the first year of operation were referred by the schools, Corning Community College, the New York State Employment Service or a community or social welfare agency. "Self-referrals" are encouraged, however; it is estimated that about one-quarter of the persons served had come on their own initiative, often on the advice of a friend. Women in their middle years whose family obligations have lessened and who wish to resume their education to enter employment are among those who seek counselling. A majority of the clients have been in the age range of 18 to 25, however, the average age being 23.6 years. Educational backgrounds vary from Grade 6 to beyond the Master's level. Women comprised 58 percent of the first year's case load.

Finance

Supplementing funds made available for the Center under the Vocational Education Act of 1963, Corning Community College has supported costs of communication, office supplies and equipment, janitor service, housekeeping and maintenance supplies, postage and utilities. For the future, as Federal monies are phased out, the College is prepared to work for increased local support. The proposed annual budget for the year beginning July 1, 1968 totalled $76,489.00. This sum includes salaries, research, promotional and instructional equipment, office rental, travel and conference expenses and employee benefits.

GLENDALE COMMUNITY COLLEGE

(A Unit of the Maricopa County Junior College District[1])

Glendale, Arizona

Glendale Community College is a public, co-educational school established July 1, 1965. The College offers a college-transfer program as well as occupational courses. The former includes liberal arts, administration and management, art, biological sciences, business, engineering, home economics, journalism, law, medical technology, medicine, music, photography, physical education and recreation, physical science, speech and drama, and teaching. The occupational courses encompass art, business, data processing, drafting, home economics, nursing, photography, police science, salesmanship and retailing, secretarial and clerical work.

A program of continuing education is offered in evening classes and on Saturdays during the regular year and also in the summer session. Within a total registration of 1799 students in the continuing education division in the autumn of 1967, there were 726 women.

The Continuing Education Program is highly flexible, constantly adding new courses to meet labour market demand for highly skilled and specialized personnel, particularly in the legal and medical professions. For example, a preparatory course for legal secretaries was introduced in the autumn of 1967. Instruction is given in the basics of law office procedure, legal terminology, court rules and procedures, preparation of pleadings and other legal instruments, the origin and fundamentals of the American legal system, the use of Arizona and federal codes, research and reference materials, and other areas of the legal field. This is the first of a three-semester course that will cover all the areas with which a legal secretary should be acquainted. Prerequisite for the course is a high standard of secretarial skills.

---

[1] Maricopa County Junior College District comprises three community colleges, one of which is Glendale.

In the first semester of 1968 a course in medical terminology was introduced. The course presents a logical organization and classification of terms essential to mastering the language of medicine. It is designed for persons planning careers in clerical or secretarial work related to the medical field. A vocabulary is built to form the framework for discussion of medical records, case histories, x-rays, surgical procedures, autopsies, electro cardiograms and similar specialties of the medical profession. The student has the opportunity to become familiar with spelling, pronunciation, and definitions by learning to build medical words from Greek and Latin word roots, prefixes, suffixes, and combining forms. Classes are scheduled one night a week from February to May, with the alternative of a Saturday morning series over a similar period of time.

Women are attracted to these classes because of the higher earning power that results from more specialized skills. Upgrading courses in Business English, Reading and Study Skills, and a preparation for the High School Equivalency Certificate are also available. This last, known as General Educational Development (G.E.D.), reviews subject matter in English, Social Studies, Natural Science, Literature and Mathematics. Classes meet for sessions of one hour two evenings a week from January to April. Growing numbers of women, drawn to technical fields, are taking Mathematics for Electronic Technician and Quality Control courses.

The usual fee for each of these courses is about $20.00 a semester.

HUDSON VALLEY COMMUNITY COLLEGE

Troy, New York

Hudson Valley Community College is a two-year college sponsored by Rensselaer County under the program of the State University of New York.[1] Established in 1953, the College, in response of the growing needs of the community, has developed an increasingly broader program. All curricula of the institution are registered by the State Education Department of the University of the State of New York and are approved for the awarding of associate degrees in Arts, Science and Applied Science. Admission requirements include high school graduation and satisfactory completion of the Regents Scholarship Examination or the State University Admissions Examination. The College has an evening and extension division which enables persons unable to attend day classes to broaden their educational background, improve their occupational proficiency and leadership abilities, keep up to date with changing technologies or develop new interests and skills. The counselling center, staffed by a certified psychologist and professional counsellors, provides services of counselling and testing. The Administrative Staff of the College includes a Coordinator of Women's Programs.

MATURE RETURNING STUDENTS ("MRS") PROGRAM

In the autumn of 1966 Hudson Valley Community College introduced a day-time program for women "seeking new careers, new ideas, mental stimulation or higher education", to be known as the "MRS" Program (M for mature, R for returning, S for students). This program utilizes the facilities of the College and the services of some of its permanent staff. In addition, however, it has its own faculty of persons experienced in adult education. Entrance requirements are flexible. Each applicant is welcomed and guided by a specially trained administrator into a course of study to fit her individual needs. Setting her own goal, the student may take only one subject, elect a full-time program or something in between. For the most part the "MRS" program offers separate classes for its participants. Their schedules are arranged to have the first class of the day begin at 9:25 a.m. and the last, for those enrolled in a complete program, to end before 3:00 p.m.

---

[1] The State University of New York, established by the State Legislature in 1948, comprises 65 colleges and centres, including 28 locally-sponsored two-year community colleges with a number of other similar institutions either under consideration or already approved to be located in other centres throughout the State. The two-year programs include nursing and liberal arts transfer programs and a wide variety of technical courses.

Origin

The "MRS" Program grew out of a cooperative effort between the two-year colleges of the University of the State of New York and the Woman's Program of the Department of Commerce of the State to meet the needs of girls and women planning vocational futures. It was agreed that planning should be geared to current job opportunities in business and industry and to training and retraining for jobs in the foreseeable future, and to improving the skill and abilities of women wanting to upgrade their earning power.[1] Initial planning meetings were held at five of the two-year colleges, the first at Hudson Valley Community College in Troy on April 12, 1965.

Difficulties in the way of women with family responsibilities taking advantage of existing educational institutions were regarded as justification of this special educational provision for women. Stringent entrance requirements, schedules that conflicted with family and household responsibilities, lack of opportunity for continuing education to enable women with young children to keep abreast of new material in their fields of competence — all of these stood in their way. A further presupposition was that the educational needs of older women with broad experience of life are so different from those of young people just out of high school as to make special provisions advisable.

---

[1] Department of Commerce of New York State, New York State Woman's Program. Press release, April 2, 1965, for release April 6.

Objectives of the program

The program is designed to achieve three broad objectives:

- to train or retrain mature women who have completed secondary education through short-term courses in preparation for entry or re-entry into employment;
- to counsel and encourage mature women to begin or to continue regular college degree programs with ultimate career goals;
- to provide individual non-credit courses for mature women who want to pursue a special interest other than an occupational one.

The role of the co-ordinator of the program

The coordinator, who is a key person in the administration of the program,

- identifies areas where there is need for training and retraining mature women and then works with the chairmen of divisions and departments of H.V.C.C. to the following ends:
  - to set up appropriate non-credit vocational programs, especially in the areas of business and health services;

  - to schedule these programs at times that are convenient for mature women, usually when their children are likely to be in school;
  - to discover qualified part-time and sometimes temporary personnel among mature women in the community who are experienced teachers but who do not want full-time employment;
  - to maintain a high quality of instruction, at the same time encouraging experimentation and flexibility.
- explores ways of interesting mature women in undertaking regular degree programs and works with the Dean of Instruction, the Dean of Admissions and other regular faculty in such matters as:
  - the development of special "sections" of some regular degree curricula for mature women so that instruction and scheduling can be geared to their needs while meeting accepted degree requirements, possibly in three years rather than two;
  - the revision of admissions procedures so that entrance examinations and matriculation may be deferred until students have proved ability to work at college level and to emphasize individual counselling rather than paper credentials as the basis for admission;
  - the providing of "MRS" sections in subjects that are prerequisite to or recommended for degree programs.
- works with the HVCC Counseling Center to establish the following services:
  - pre-registration counselling and testing;
  - placement of "MRS" graduates;
  - group guidance through regularly scheduled seminars for "MRS" students planning to enter or re-enter employment;
  - occasional career guidance days in the form of community meetings to interest potential "MRS" candidates;
  - compiling reference materials for guidance, counselling and placement of mature women and building a library of books and pamphlets for use of the students themselves.

- works with the publicity office of the college in a variety of ways, for example,
  - to design attractive brochures and announcements to describe the "MRS" program and to arrange for as wide distribution as possible;
  - to identify individuals and groups who should receive announcements of particular programs;
  - to plan news releases and obtain coverage from the mass media;
  - to speak at public meetings under various auspices in order to publicize "MRS" programs and enlist support;
  - to develop a program of prizes and scholarship aid with the support of women's groups and interested employers.

Participants

At the end of its first year of operation the "MRS" Program had received more than 700 enquiries. More than 200 women had been advised in personal interviews, and 40 women had taken aptitude tests. In its second year 125 students were registered, double the number of the previous year. More than 50 are working towards an associate degree in one of the more than 25 degree programs offered by the College. In their first year a high proportion of these women had taken pre-degree courses in science, mathematics and reading and writing skills, which had enabled them to build up self-confidence, refresh skills and fill in the gaps of outdated or inadequate high school education. Eighteen women elected a one-year medical secretarial diploma curriculum, four were enrolled in a one-year dental assisting program and 20 either learning or brushing up rusty office skills. Self-expressive painting occupies another 30 women for a three-hour session each week.

Without exact statistics having been compiled, the Co-ordinator of Womens' Programs estimates that most of the students are between 33 and 45, with the average age tending to lower somewhat as the student body grows. The range is wide, however, the youngest student in 1967-68 being 18 and the oldest 68.

The Future

As the "MRS" Program develops it is anticipated that opportunities for training may be opened up for women who at present are unemployable because of functional illiteracy, lack of skills or inadequate educational background. There is convincing evidence that, given adequate preparation, many such women would readily find jobs at a semi-skilled level. In view of the location of HVCC it may be necessary either to provide transportation or to rent facilities in neighbourhood centres for people from deprived areas. In any event — to quote a staff member — "the success of the program points up the definite need for day-time continuing education programs." It is anticipated that in the future men and women who have 'completed' their education will be encouraged, as part of their employment, to enroll in courses designed to improve and increase their skills.

Sources:

Hudson Valley Community College, Catalog 1966-68.

American Council on Education, American Junior Colleges, Seventh Edition, 1967, Washington, D. C.

New York State Woman's Program, Department of Commerce of New York State, Press release 4/1/65, M. 68 - 58.

Hudson Valley Community College, Framework for Development of Programs for Mature Women. (Mss.)

The "MRS" Program - A speech prepared by a staff member. (Mss.)

Letters dated October 31, 1967 and January 3, 1968 from Selma S. Axelrod, Coordinator of Women's Programs, Hudson Valley Community College.

PORTLAND COMMUNITY COLLEGE

Portland, Oregon

Ten-Session Courses for Women

As an aspect of its endeavour "to meet the educational needs of adults who reside in the Portland metropolitan community", Portland Community College from time to time offers a ten-session course to give women opportunity for personal educational and vocational improvement. Programs are designed to meet the needs of the individual members of each group. Overall concern is to provide educational and vocational information and to assist the women in exploring their own interests, abilities and attitudes.

Testing is available if desired. Some women take the General Aptitude Test. Others prefer the Strong Vocational Interest for Women or a personality test called A Study of Values by Albert, Vernon and Lindzey. Individual counselling appointments may be arranged. The introduction of visual aids, visiting lecturers, consultants, tape recordings, panel discussions and group counselling lend variety to the course. Visits are made to vocational settings, and a survey of the local job market is encouraged.

Reports and evaluations of typical courses based on replies to a questionnaire given to participants toward the end of a course throw light on the type of participant and some of the results achieved. In one recent course, for instance, women had come from 14 different cities in surrounding areas, including a Canadian city across the border in British Columbia. The age range was broad: there were 12 women in their thirties, 25 in their forties, 16 in their fifties and one who was over 70 years of age. By far the majority were married; there were some widows and divorcees, however, and one single woman.

Their reasons for wanting to enter the labor force suggest some clues to their motivation: to help children through university, to serve humanity and be a useful person, to improve oneself, to supplement low retirement income, to escape from playing bridge and to overcome boredom and loneliness. Parts of the course that had interested them most were those dealing with the roles of women and group and individual needs in today's society. Counselling and social services, real estate and the civil service were fields of employment they had found to be most interestingly presented. Fifteen women asked for some instruction in how to study.

Following the course 20 women felt that they must develop a skill if they were to obtain suitable employment. To this end five women had decided to begin a four-year college program and five had begun work towards a Master's degree. A substantial number expressed a desire to take either college courses or a two-year training program but had not wholly made up their minds. Four women had dropped out of the course to go to work, and four had been obliged to withdraw because of family illness.

III. PROGRAMS UNDER OTHER AUSPICES

COUNCIL FOR THE CONTINUING EDUCATION OF WOMEN, INCORPORATED

An inter-institutional-community program of Greater Miami, Florida[1]

With the sponsorship of five educational institutions* in the area of Greater Miami, the Council for the Continuing Education of Women (CCEW) was established in October 1965 as an independent community service. Object of the CCEW, as stated in Article II of its Constitution is "to provide a comprehensive program to encourage and assist women with their continuing education".

CCEW

Functions

The Constitution of the Council of Continuing Education for Women defines its functions as follows:

"1. To determine the nature of women's needs, capacities, and responsibilities and to explore their implications for a program for continuing education for the women of Dade County.

"2. To stimulate women to appreciate education as a means of adding a new dimension to their lives and of contributing more satisfactorily to their communities.

"3. To assist in arranging for educational and vocational guidance for women in the community.

"4. To relate the educational needs of individual women to the demands of the community for skilled labor and special services.

---

[1] Address: UM Koubek Center, 2705 S.W. 3rd Street, Miami, Florida 33135

"5. To make recommendations for new courses and special programs designed for further enrichment and intellectual and technical growth of women.

"6. To encourage the major educational institutions to coordinate their efforts in establishing a program of continuing education for women.

"7. To encourage and support all community activities that will contribute to the cultural and aesthetic development of women.

"8. To assist women continuing their education through federal, state and local programs.

"9. To serve as a coordinating agency and a public information organ in achieving the objective of the Council."

Membership

The Council may have a total of 25 members, including one representative of each of the five sponsoring institutions and other civic leaders who are interested in its objectives and able to help work out its program. In the beginning these latter, eight in number, were selected by a steering Committee, two for a term of one-year, three for two years and three for three years. As vacancies occur they are filled by election of the continuing Council members. The five representatives of sponsoring institutions serve as long as the agencies selecting them wish them to do so. Members from the community-at-large may not continue more than six consecutive years.

Organization

The Council meets at least once annually and may be convened at other times as required. The Executive Committee, comprised of the Chairman, Vice-Chairman, Secretary Treasurer and two other members, all of whom are elected annually, has power to act between meetings. The Chairman may appoint additional committees as needed.

The office of the Council, opened in April 1966, was at first housed in the Division of Continuing Education of the University of Miami. In October of the same year, however, it was moved to a more central location with auditorium and class-room space. The office is open Monday through Friday each week, except during the period June 15 to August 15.

Staff members are the Coordinator; the Associate Coordinator, who is Chief Interviewer; the Associate Coordinator for Community Programs; the Administrative Assistant, and two clerical workers. All are part-time workers.

Finance

The Council is incorporated as a non-profit educational agency. In the beginning it was financed by the Division of Continuing Education of the University of Miami. Then in August 1966 a grant for three years as a pilot project was obtained under Title I of the Higher Education Act of 1965. The federal grant to cover 75 percent of the cost was to be supplemented by funds raised locally from sponsoring institutions and interested community organizations. Expenditures for the period March 1966 through June 1967 amounted to $32,173.30. Total budget from 1967-68 was established at $34,901.70, the Title I grant for that year being on a "50 - 50" basis.

Program

CCEW serves as an informational and referral centre, a place of their own where women may go to discuss possibilities and plans for further education and job prospects. The office has up-to-date information on the resources of the five sponsoring institutions but does not confine itself to these. It has data, also regarding the programs of various independent schools, home study and correspondence courses, community courses and programs open to the public. Its staff are able to advise clients about sources of financial aid, services for guidance and counselling, local job opportunities and career prospects for women.

Assistance is given by personal office interview, telephone or letter. Clients are directed to CCEW "referral people" at the various educational institutions for curriculum advice; to community volunteer services for a voluntary job, or, if they are seeking paid work, to the State Employment Service, the School Board or wherever else suitable jobs might be listed. Information is sent to the "referral person", and the client is given a card of introduction. If the client fails to make an appointment within ten days, CCEW is notified and a staff member follows through to see whether further help is needed. Often more than one referral is made to ensure that all a client's interests are met. An annual survey of all clients provides a continuing record of their progress. In addition the staff has initiated a study of the motivation and progress of a group of mature women students which will continue over a period of five years.

CCEW publishes a quarterly news bulletin CUE, and occasional coffee-parties give students who have been involved a chance to meet one another. Workshops, forums, spot announcements on radio and television, press releases and articles help to keep the aims and program of CCEW before the public. A speakers' bureau has also been developed, and a speaker's kit prepared as an aid to individuals, usually staff or committee members, who are qualified to interpret the work of the Council to interested community groups. CCEW is said to be emerging as a consultant for community womens' activities as well as a voice in the fields of continuing education and careers for mature women. To keep in touch with what is happening elsewhere the library is compiling information on programs for the continuing education of women and career opportunities for the mature woman throughout the United States.

Much of the planning for these activities is done by the appropriate committees of CCEW. Standing committees initiated in January 1967 included: Career Opportunities, Communications, Community Membership (Finance), Equivalency (Life experience credit), Library, Speakers' Bureau and Volunteer.

Profile of 1967 clients

There were 368 women who sought help from CCEW in 1967. Their ages ranged from 21 to 73 years and their educational background from illiterate to post graduate studies. The majority were married, widows being next in number. They had an average of three children. Most of the women had done some kind of office work, with sales a close second, but on the whole their employment experience was "almost as varied as the number of clients." About half had done some type of voluntary work. More than half wanted a degree or further education at college level for professional careers, with teaching in the lead. Others wanted vocational training, enrichment courses or part-time jobs.

Equivalency

The Standing Committee on Equivalency accepted as its major concern the problem of equivalency for the mature woman continuing her education, recognizing at the same time that its work would be pertinent also to the returning male student. Its accepted objectives were

- to arrive at a working definition of equivalency;
- to determine the significance of equivalency to the mature student;
- to ascertain existing methods of determining equivalency;
- to investigate the scope of the problem, both nationally and locally, and predict its future dimensions.

Focus of the problem was seen to be how the national formal educational system, embracing so many varied institutions of higher learning, evaluates informal learning acquired through life experience as it relates to the placement of a mature person in a particular course of study. It was clear to the Committee that during an interruption in formal education the individual may have followed many other routes of learning: "job experience, armed service, recreation, reading, mass media, travel - besides active living within a family, a community, a society."

It is assumed that if the student whose formal education has been uninterrupted has achieved "passing grades" in an accredited course, he or she is ready for the next stage of educational experience.

However, the Committee strongly questioned the validity of this criterion as applied to the mature student, whose credits would vary considerably from those of the consecutive full-time student. Six factors of probable variation were suggested: course content, current active knowledge, rate of learning, motivation, educational goals and the likelihood that course credit in itself would not represent major active knowledge. Further, it was assumed that the mature woman would have decided what she wanted to know more about and be ready to restructure her educational repertoire in light of her own knowledge and experience.

Equivalency was defined, therefore, as "the determination of the current realistic educational status according to self-determined goals."

It was found that among methods of determining equivalency already in use the following occur most frequently, often in combination:

(a) Equivalency by evaluation of past credits. This traditional method ranged from identical interpretation of all past credits for all students to flexible, individualized reading of educational history.

(b) Equivalency by examination. Various types of examination were found to be in use:

  i. Entrance examinations: These are initial screening tests that provide a basis for admission to an institution.

  ii. Advanced placement tests: Subject matter tests, usually given after the student has been accepted, allow for the resumption of studies in a particular subject at an appropriate level.

iii. Equivalency examinations: These may be of the standardized type, such as the college-level examinations developed by the Educational Testing Service and the General Achievement Tests or may take the form of oral and written examinations prepared by individual departments or professors.

iv. Preparation for examinations: Devices such as refresher courses, workshops, study guides, reading lists and course auditing are offered either as a means of up-dating knowledge or as preparation for equivalency examinations.

(c) Life experience equivalency: This is not unlike customary evaluation procedures in hiring practices. Credit is granted for job experience, community activities, volunteer work, recreation and hobby skills, reading or just "plain maturity". Personality factors such as motivation, seriousness of purpose and learning potential, not readily measurable by traditional instruments, are also taken into account. The Committee was agreed that successful use of this method depends upon the sophistication of the person who examines the candidate's credentials.

(d) Equivalency in terms of student goals: The student becomes an active participant in structuring his or her program, choosing areas to omit or to emphasize. In other words, the mature woman would be granted credit in areas that are not germane to the goal she has set for herself. It is worthy of note that this notion, implicit in the Return Scholar Plan at Radcliffe, is being studied experimentally on a large scale under Ford

Foundation auspices as it applies to traditional requirements for the Ph.D. degree.

A survey of methods of determining equivalency in the sponsoring institutions of the CCEW revealed no "clear cut general policy or area of agreement. In general, however, the Committee found "growing awareness of the unique problems of evaluating the educational level of the mature student." Moreover, there was unmistakable evidence that the qualifications of the mature woman student were being reviewed "with respectful consideration of her life experiences."

The Committee, as a result of its comprehensive study of the problem, recommended the appointment of a working group, preferably of registration and/or admission personnel. It was envisaged that this group would:

1. Review existing equivalency policies in each institution;
2. Consider appropriateness of new equivalency determinations for individual institutions;
3. Plan joint or cooperative programs:
    a. Cooperative counselling service for mature students;
    b. Joint or central equivalency examination administration;
    c. Pooled resources for preparation for equivalency examinations
        i. Study guides
        ii. Refresher courses
        iii. Self-study programmed learning center
        iv. Permission for flexible auditing among the sponsoring institutions;
    d. Explore ways of introducing new equivalency policies in parent schools;
    e. Policy agreements on recognition of credits;

   f. Standardized collection of data on entering students to facilitate further study of problem;
   g. Keep Council and each other informed of policies, procedures and progress;

4. Pilot study of small group of students whose equivalency status was arrived at through experimental means.

Standardization of the five sponsoring institutions was not recommended. Each cooperating school would maintain its individual character by using test scores, guidance recommendations, course results, in any way it saw fit. At the same time, however, the availability of faculties, facilities and techniques beyond the means of any school to command was seen to provide a unique opportunity to share and pool and experiment.

Sponsoring institutions*

Barry College   A college of liberal arts for women under the auspices of the Community of the Sisters of St. Dominic; includes a division of Nursing and since 1954 has offered a program of graduate studies.[1]

Dade County Board of Public Instruction   The contracting agency for the junior college as a part of the Dade County publicly supported school system; coordinates junior college programs with other levels of education, giving special attention to the relationship between adult education programs, vocational programs and the junior college programs.[2]

---

[1] American Council on Education, American Universities and Colleges, Washington, D. C. 1964.

[2] State Department of Education, Florida Public Junior College, Tallahassee, 1967.

Florida Atlantic University In Boca Rotan, Palm Beach County, a state-supported degree-granting institution within the State University System of Florida.[3]

University of Miami A coeducational, non-sectarian institution under private control; has a Division of Continuing Education in addition to departments responsible for a variety of disciplines.[4]

Miami-Dade Junior College A publicly supported coeducational college operating in three centres, two of which offer a wide range of transfer and occupational courses, the third providing basic freshman courses. All three provide evening programs of continuing education for adults.[5]

---

[3] American Council on Education, op. cit.

[4] American Council on Education, op. cit.

[5] American Council on Education, American Junior Colleges, Seventh Edition, Washington, D. C. 1967.

NATIONAL COUNCIL OF NEGRO WOMEN INC.

(An agency to coordinate national organizations of Negro women in the United States.)

Project: Womanpower

In September 1966, with a grant from the Ford Foundation, the National Council of Negro Women initiated a program to recruit and train within a two-year period some 6,000 women for effective participation and leadership in community services.

The plan was to organize and develop a Vanguard of 90 trainers, three women from each of 30 communities, who in turn would train and involve other black women of all ages, interests, and points of view in community action and service.

The urgency of problems in urban ghettos and rural areas lent incentive to such an effort to cultivate the latent human resources of women, many of whom had been outside the mainstream of community life. The basic intent was eventually to involve all Negro women, while giving special attention to those of low income, "who know the problems because they live with them". It was recognized that people in disadvantaged areas had lost faith in those who came to help them and that women themselves must become identified with and help to direct the process of change.

Staff appointed to work out and supervise a strategy of training and field work included a director, a research assistant, a secretary, a research consultant and four regional field representatives - northern, southern, mid-western, and western.

Each field representative was assigned to work in seven or eight strategic geographic areas. After making an inventory of potential leaders in an area, she arranges a week of intensive training for a cadre, who will form a Vanguard. The training program is designed to help the women analyse community problems and explore ways of alleviating them. These Vanguard women then return to their own communities to plan and conduct weekend training institutes at which field representatives assisted as consultants.

Typical of these conferences was one held in June 1967 in Warrenton, Pennsylvania, when 37 women from 11 areas joined a residential retreat in an environment conducive to uninterrupted learning and exchange of ideas and experience. Goals set for this training were:

- to equip the women with skills, information and ideas for initiating and continuing projects relevant to the needs of their communities;
- to expose the women to analysis of current social situations affecting them;
- to build commitment;
- to help women return to set up similar training programs in their own communities;
- to give information about NCNW and encourage the growth of sections which would provide a basis for a continuance of the program.

Workshops in the Conference concentrated on specific problem areas such as child welfare, and day care, teen-age problems, community action, consumer questions and cooperatives. Plenary sessions dealt with concepts that cut across these problem areas, such as the funding of projects, identity problems, the political and social implications of Negroes organizing to become an effective minority, and current private and government programs for the advancement of the Negro people.

There was a tendency for many of the women to expect immediate solutions and answers. Some felt that identity problems were irrelevant to their immediate needs. It became clear, however, that social problems do not exist in a vacuum but are related to other problem areas, such as job limitations and social pressures of various kinds.

By the end of the first year of the project, 11 community institutes were in progress. Women were setting priorities in weekend workshops and planning local projects as follow-up. Response to the program was described as overwhelming. Task forces in various centres were organizing cooperatives and groups to discuss consumer buying. Studies of Negro history had been initiated. Day care centres had been set up and plans for low income housing and mothers' welfare organizations were underway.

NEW YORK STATE GUIDANCE CENTER FOR WOMEN

An agency of - Rockland Community College, Suffern, New York

The New York State Guidance Center for women is a direct outgrowth of the recommendations of a special committee on the education and employment of women appointed by the Governor of New York State in December 1963. The mandate of the committee was threefold:

- "To recommend what practical measures state agencies might undertake to widen employment opportunities for women;
- "To suggest how state agencies can develop further opportunities for guidance, re-training and continuing education, leading to paid or volunteer employment of women, especially married women whose children no longer need their full-time care;
- "To review the social, cultural, and philosophical considerations which influence the education of women today with a view to the formulation of long-range recommendations for action by New York schools and colleges."

Following a year of careful work, the committee issued its report[1] which included a recommendation that New York State establish "a pilot Community Guidance Center to help women explore their needs for continuing education or retraining for volunteer or part-time or full-time paid employment."

It was recognized that many women cannot formulate specific goals for work outside the home. Not only are they unclear about existing opportunities, they are unable to appraise their qualifications objectively. The proposed project would be experimental and evaluative and, if successful, would be the prototype for a network of community guidance centres. Further, it was proposed that the State Department of Education, the State University and the Department of Labor, should be invited to co-operate in the project which might be located in a community college.

---

[1] New York Women and Their Changing World, A Report and Recommendations from the Governor's Committee on the Education and Employment of Women, State of New York, December 1964.

Through the next two years the possibilities for such a centre were thoroughly canvassed, and in the spring of 1966 Dr. Esther Westervelt of Teachers College, Columbia University, presented a proposal which was accepted.

The Guidance Center

The Guidance Center, created by executive order of Governor Rockerfeller in May 1966, and opened on November 7 of the same year, is not located on the Rockland Community College Campus. It occupies an eleven-room house on about an acre of ground just east of Suffern.

Administration

The Director, Dr. Westervelt, who is responsible for the administration, reports to the President of Rockland Community College and through him to the University Dean for the Two-Year Colleges of State University of New York and to the Executive Dean for Continuing Education of State University of New York.

Two committees serve the Center in an advisory capacity, one for the State as a whole, one for the community. The State Advisory Committee assists the Center to develop services and disseminate information that can be used in the interest of the education and employment of women throughout New York State. The function of the Community Advisory Committee, on the other hand, is to facilitate cooperation with agencies, businesses, industries, civic organizations and interested individuals of the immediate environs in obtaining resources, developing services and recruiting clientele.

Staff

The full-time staff of the Center is made up of a Director[2], an Associate Director[3], a Librarian, a Library clerk, an Administrative Assistant, and a Records Secretary. In addition there are six part-time counsellors and one part-time typist. All of the counsellors have graduate degrees in guidance and counselling, as well as specialized training and/or experience in the counselling of adults. They are employed on a part-time basis because that is their preference and it also makes for flexibility in providing service to clients.

Services

The services of the Center are two-faceted: the counselling of individuals and small groups and the dissemination of educational and occupational information. Testing services are available, but a battery of tests is not used. Instead a selection is made of those most appropriate to the needs and aspirations of the individual. There is a modest charge for testing ($2.00 a test) if the client can afford to pay. Other services are free and are open to all women, irrespective of educational or socio-economic background. A library of educational and occupational information has been built up, including pamphlets and brochures on technical and adult education programs. Information about employment opportunities for women in the area, both part-time and full-time, is also kept up-to-date.

---

[2] Also Adjunct Associate Professor of Education at Teachers College, Columbia University, in the Department of Guidance, where she supervises the counselling practice of students training to counsel adults in continuing education.

[3] Concurrently completing his thesis in the field of counselling psychology in the Department of Psychology, Teachers College, Columbia University.

To reach individuals and groups who would have difficulty in getting to the Center, "outreach services" are being developed on request and with cooperation of local agencies. These include self-improvement groups that offer educational and vocational guidance to groups organized in low-income areas. They may take the form also of leadership workshops - limited to twelve persons and lasting about ten weeks - for the training of non-professional group workers and leaders. In addition, career information programs are broadcast weekly over a local radio station. Listeners may write or telephone questions to the radio station in advance of the program or while it is in progress. If there is a large enough group of enquirers, a group meeting is arranged for them at the Center with resource persons present to give further information. Another outreach has been the encouraging of women's groups and organizations in the area to use the Center as a meeting place and take advantage of the library.

The Center is an educational enterprise. It does not offer courses in any formally organized subject matter or vocational skills, but its basic aim is to foster the self-development of clients and enable them to lead more socially productive and personally satisfying lives. Expanding upon this point, the Director writes: "Many individuals who come to the Center for service need a better understanding of their own interests and capacities before making choices which will lead to further self-development. Through counselling and testing, such individuals are helped to the self-understanding which enables them to make fruitful use of the educational and occupational information made available at the Center. Others come . . . with clearly formulated educational and/or vocational goals but have insufficient information on which to proceed; the Center serves these individuals by providing them with educational and occupational information which is as comprehensive and accurate as possible. Some women have been for so long inactive outside the home that they lack confidence in their ability to participate in a public setting; the workshops . . . are designed primarily for such women."

The Center does not offer psychological counselling about personal or marital problems, nor is it a placement service, although it provides information about job opportunities and may in future begin some limited placement activity with a view to improving the service and also to add another dimension to research findings. Further, although affiliated with Rockland Community College, it is not a pre-admission or recruiting service for the College.

Underlying principles

The basic principles that underlie the Center's operation, the validity of which is being explored, have been summarized by Dr. Westervelt as follows:

> "I. Since it is both financially and institutionally impossible to develop an indefinite number of special

programs of continuing education for women of widely varied backgrounds, a Guidance Center is the most efficient way to help women of all backgrounds make better use of existing resources and may also serve, in some cases, to help these resources modify their programs to give better service to women.

"2. Affiliation with an existing educational institution in a semi-autonomous (and non-recruiting) relationship, will increase public acceptance of the Guidance Center. A community college, because of the broad public it serves, is probably the ideal institution for such an affiliation.

"3. The most effective Guidance enterprise will use a variety of approaches: individual and small group counselling, testing, group career information guidance ...; opportunities for training in group leadership; a library of educational and occupational information with special attention to the local area .... It will be concerned with both educational and vocational counselling and be well-informed in both areas.

"4. A Guidance Center designed to serve adults should be staffed by counselors with professional graduate training in the guidance, and counselling, of adults. An M.A. degree in guidance and counselling, and supervised experience in the counselling of adults should be minimum professional criteria for such staff.

"5. A Guidance Center can assist both educational institutions and employers in an area to get a clear idea of the reservoir of labor force interests and skills among women, which may be further developed in education or in employment. To achieve this end, it is important that the Guidance Center work with a Community Advisory Committee which is fully representative of industry, business, and education in the area, with statewide groups interested in recruitment, as well as with lay leadership of various socio-economic groups.

"6. A Guidance Center can be designed to serve women of all educational and socio-economic backgrounds and, in this way, can reach a far wider segment of the population than a Center whose counselling services are geared to only one type of educational program.

"7. If such a service proves useful for women, it should also prove useful for men and be made available to them."

The first year of operation, in the opinion of the Director, demonstrated in practice the validity of several aspects of the original plan: in particular the standards for counsellor qualifications, the provision of a library of occupational and educational information and the affiliation with a community college. In respect to the last of these Dr. Westervelt emphasizes the advantage of affiliation in contrast to integration: "...affiliation has meant that the Center could develop its relationships with various parts of the College system gradually and without threat to College staff or existing practices." These relationships are expanding and "an increasing number of the Center's clients come through referral from the College." At the same time, the fact that the Center is separate from the College has made it "more viable as a service to the total community." Affiliation also facilitates the Center's responsibilities for innovation and evaluation, which would be more difficult to implement were it an integral part of the College organization.

Clientele

As of March 31, 1968, the Center had served through counselling and testing alone a total of 668 women, ranging in age from 18 to 70 years, with a median age of 39. About 80 percent came from Rockland County and the balance from adjoining areas. Most had had high school, but not college, education and had school-aged or younger children. Their husbands tended to hold fairly responsible positions in managerial, professional or technical fields. In recent months, however, an increasing proportion of the total have come from disadvantaged and poverty groups. This growing ability to reach the less advantaged sector of society is attributed to extension of the "outreach" program.

It is estimated that in the same period some 800 women were served through the information services of the Center, i.e. the library, radio career information series, special career interest meetings and workshops.

"For women who have a clear idea of their educational and vocational goals and who lack only adequate information regarding the routes to these goals", writes the Director, "information services which are comprehensive, accurate, consistently up-to-date and readily available through personal visit or telephone are sufficient." It is difficult, however, to determine to what extent individuals served in this way act upon the information they are given. Of those interviewed at the Center, 70 percent have identified and begun to pursue or explore educational and/or vocational goals.

Center staff have found, however, that in most cases, to clarify educational and vocational goals does not reduce the women's resistance to decreasing or re-organizing current responsibilities in order to assume new ones. As a result there is overwhelming preference for part-time commitments outside the home, whether to study or to employment. Further, the experience of the Center has been that many women who have gone for counselling felt that "neither the quality and quantity of their economic participation nor the psychological satisfaction they might receive from self-development can receive serious consideration, if they require activity patterns not consonant with those expected by husbands and children."

The counselling records of the Center indicate, however, that not only do women, even when driven by strong economic pressure or high career motivation, resist work opportunities that may conflict with their domestic and personal responsibilities; they also tend to reject employment that they perceive to be "psychologically unsatisfying in terms of human relations." On the whole what they want is part-time work in which they can "help people." They tend, therefore, to look to occupations such as teaching, social work, health and mental health.

The experience of the Center suggests also that women are responsive to educational innovations such as The University of the Air, Basic Adult Education by television and independent studies through correspondence, when these are adequately publicized. Further, it has confirmed the desirability of continuing experimentation with employment patterns such as team-teaching, team social work and part-time sub-professional and para-professional jobs in the helping professions.

Evaluation and Research

Evaluation of the Center's services was regarded as impracticable during the first year of its existence, since the number of clients would have been too small to produce meaningful results. During the months of December 1967 to January 1968, however, a pilot evaluation of individual counselling services was undertaken in connection with two research projects. One of these was concerned with the relation of counselor and client values to outcomes of counselling. The other was the collection of data for a study of the relative usefulness for women, of the Strong Interest Blank for Women and the Strong Interest Blank for Men. The accuracy of the two instruments will be tested by the actual interests expressed by clients and recorded in their case records.

The first project involved a survey of 108 clients typical of all those served thus far by the Centre. The chief aim was "to discover desirable refinements in data collection instruments and techniques which could be used in a more extensive evaluation of the counselling and related services of the Center to be undertaken in the summer of 1968.

Two further pieces of research will be undertaken if funds and staff are available. The first will be concerned with the personal and demographic characteristics of clients who use counselling and testing effectively as contrasted with those of clients who do not do so. The second study will deal with "selected psychological and social processes which may help to account for the difficulties which many women experience in attempting to enlarge their sphere of activities beyond their marital and maternal responsibilities, even in the cases of those women who seem highly motivated to do so."

Costs

Total cost for the first full year (12 months) of the Center's work was $70,279.53. Almost 73 percent of this amount was spent for personnel, including salaries, personnel benefits, honoraria and a small amount of travel. Physical accommodation for the Center - rent, maintenance, cleaning services, gas, electricity and repairs - cost just over 10 percent of the total. Expenditure for equipment was kept at a minimum as a result of generous gifts of furniture and the accessibility of such items as a mimeograph machine, which the College made available. Materials and supplies, for example, telephone, postage, library supplies, tests, office supplies, data processing and petty cash, accounted for 9.5 percent of total expenditures. The research program to which the Center is committed and which is essential to adequate evaluation of the service, is a substantial charge on the budget. It requires additional clerical staff, data storage and retrieval and a substantial amount of counsellor time spent in record-keeping.

Sources:

In addition to an introductory interview with the Director, Dr. Esther Westervelt,

New York Women and Their Changing World A Report and Recommendations from the Governor's Committee on the Education and Employment of Women, State of New York, December 1964.

The Story of the New York State Guidance Center for Women A press release

Guidance Center for Women: Some Background and a Pilot Project March 6, 1967. (A paper by Esther Westervelt, Director, New York State Guidance Center for Women.)

New York State Guidance Center for Women, Interim Report of the Director on Activities October 17, 1966 - March 15, 1967.

Informal Report to State Advisory Committee of New York State Guidance Center for Women Selected Characteristics of Clients Counseled from November 7, 1966 to August 31, 1967.

First Annual Report of New York State Guidance Center for Women. For period November 1, 1966 to October 31, 1967.

Interim Report of New York State Guidance Center for Women. For period November 1, 1967 to March 31, 1968.

WOMEN'S TALENT CORPS INC.

340 Broadway, New York, New York 10013

The Women's Talent Corps, incorporated March 15, 1965 by the State of New York as a non-profit corporation, is an institution for the training and career development of women from low-income neighbourhoods in the metropolitan area of New York City. The project was funded directly by the United States Office of Economic Opportunity.[3] Its location was chosen to give ready access to the areas and agencies to be serviced, as well as to public transportation for participants in the program. The purpose of the operation is, in the words of the Director[1], "to draw community-minded women into socially-useful, paid jobs for which they will be trained, and which they are uniquely suited to fill because of their first-hand knowledge of community life." Further she adds: "The development of new career lines within established agencies, and the formulation of job descriptions, is a key function of our organization ..." This additional dimension makes the program what a New York newspaper has called "a specialized program of manpower development."[2]

Social Origin of the Women's Talent Corps

Basically the Women's Talent Corps owes its existence to the current concern in the United States to find creative ways of enabling deprived people in needy areas of the nation to come to grips with their problems. Against this background several factors in the social and economic situation combined to inspire development of the project. Outstanding among these were:

---

[1] Cohen, Audrey C., Women's Talent Corps, Progress Report, October 1966.

[2] Daily News, June 23, 1967, page 42.

[3] It operated in 1967-68 under a grant from the Department of Labor.

- an acute shortage of professionally trained personnel in the field of community service, because too many professional staff were doing tasks that could be performed more satisfactorily by appropriately trained non-professional aides, while at the same time new services were badly needed;
- the conviction that mature women living in poverty areas of New York City, currently unemployed or underemployed, regardless of their educational background, could and would assume meaningful jobs if the necessary training were made available;
- the assumption that community agencies, including the schools, could be persuaded to incorporate new community service functions into their existing job structures, thus creating new job opportunities.

The Women's Talent Corps, therefore, is recruiting women with high motivation for employment but with limited skills and few job opportunities and training them to serve as specialized assistants in community service agencies. The new pre-professional careers for which they are being prepared are meaningful and useful jobs such as teacher assistants, guidance assistants, social work assistants, occupational therapy assistants, and recreation assistants. For instance, they are learning to assist with detail tasks of the classroom, such as tests, demonstrations, and remedial instruction; training to be casefinders under the supervision of perfessional caseworkers in social agencies; acquiring the skills needed to assist in recreation projects; learning the ground rules of public assistance programs in order to offer direction and preliminary counsel to people in needy neighbourhoods.

From a long-range point of view it is anticipated that this type of training for non-professional women, along with the creation of career opportunities for them, should lessen gaps in understanding between professional community workers and the people with whom they work. Also the program may provide a prototype for method and content of training for other women who have had limited educational opportunity.

Establishing the Women's Talent Corps

The establishing of the Women's Talent Corps was a major operation of community development and program planning. In addition to locating, organizing, and staffing the training institute, there was need to interpret the basic philosophy of the undertaking in order to gain acceptance in the community.

During this first phase of the undertaking the plan was discussed with representatives of social agencies, educational institutions, hospitals, clinics, philanthropic societies and foundations whose understanding and support would be essential to the success of the project. Small group meetings were held also with women living in areas of New York City that had been designated for "anti-poverty programs" to obtain the reactions of such women to the proposal and their views regarding the needs of their neighbourhoods. At these meetings problems of training and employment received special attention, as did the kinds of jobs for which the women would like to be prepared.

Equally, if not more, exacting was the exploration of placement possibilities for field training and the identification of prospective jobs on a continuing basis for non-professional assistants. Agencies frequently had to be convinced that the employment of women in a nonprofessional assisting role would contribute sufficiently to the efficiency of an operation to justify the extra cost.

The selection of trainees required tact and perception. Qualifications, it was agreed, must be flexible and the manner of screening informal, encouraging, and instructive. Qualities to be perceived and recorded included: economic need, basic literacy, sincere commitment to the tasks of training and employment, ability to relate to people, awareness of the needs of the community, responsiveness, good judgment, ability to accept criticism, ability to develop and express ideas, and good health.

Working with the trainees throughout the cycle of training there were to be "coordinator-trainers," qualified professional women with experience in the areas of health, education, and welfare. These also had to be selected carefully, since the success of the program would depend largely upon the quality of interaction between trainees and coordinator-trainers.

Also essential was the working out of an orientation curriculum. This task included encounters with outstanding lecturers in sociology and economics, students of the culture of poverty and the needs of the community, as well as seminars and discussion groups with eminent professional community workers.

Further, to record and assess developments in the program a strategy for research was outlined. An important feature of the research is to make use of trainees and coordinators as expert observers of their own experience with the program.

When the first series of orientation sessions was well underway, a meeting was held for the staffs of the cooperating agencies with the

Women's Talent Corps staff, including the coordinator-trainers. The objectives and methods of the project were clarified, and there was genuine exchange of ideas. Thus was set a framework of continuing dialogue that facilitates constructive development of the program.

Staff of the Women's Talent Corps

Head of the project is the Executive Director, who is responsible for the overall administration. She outlines policies and procedures; takes the initiative in establishing working relationships with the various institutions and agencies in the areas to be served; supervises the formation and development of the various phases of the training program, and follows up on training and job-performance of both the coordinator-trainers and the trainees. The Administrative Assistant, who works with the Executive Director, coordinates details and directs the mechanics of program administration, prepares administrative memoranda and special reports.

Second to the Executive Director is the Institute Training Director, who assumes administrative direction of the program in the absence of the Director. Her duties include the organizing of staff assignments and overall program operations; overseeing the direction and scheduling of orientation and field work training, and serving as personnel adviser for staff, coordinator-trainers and trainees.

The Field Training Director, whose position is aligned with that of the Administrative Assistant, works in close consultation with the Director and outside consultants in such matters as planning curriculum for on-the-job training and establishing priorities for job placement.

She also directs the research and evaluation of the program. All forms for interviewing and evaluation, questionnaires and tests are selected and approved by this staff person.

The Finance and Business Director is responsible for the bookkeeping system and the disbursement of funds, including the payroll.

In addition there are a part-time research assistant and a part-time assistant to the Institute Training Director, two full-time secretaries, one who works part-time, and a part-time clerk.

The program relies heavily also on the service as consultants of persons experienced in relevant professional fields and informed regarding methods of educating and training personnel for community service.

The Trainees

The first class of 40 trainees was on the whole typical of those who have been accepted for succeeding cycles of training, except that later groups have been less homogeneous, special effort having been made to recruit Spanish-speaking women. The third group, for instance, represented all the boroughs of the City of New York and a wide range of talents and interests. A high proportion of all these groups were heads of households. Participation is limited under "poverty program" regulations to persons of low income (about $4,000 for a family of four with $500 for each additional dependent.) No women younger than 21 years of age have been accepted, most have been in their thirties. Educationally they have widely varied backgrounds, with frequent deficiency in writing skills. Most of the women selected have had work experience. They have done factory work, sewing, hair dressing, household work and taxi driving; some have been school aides, family assistants. Roughly half had had some training in typing but no one was proficient at it.

Trainees are paid only for the actual time spent in orientation sessions and in field work training. They are required to file a time and attendance report in the business office as a basis for calculating remuneration. It is worthy of note that most of the agencies in which the women have received on-the-job training have been willing to take over half of the cost of trainee stipends at the rate of $2.00 per hour. (Similar procedures govern the payment of the coordinator-trainers, who receive $4.00 per hour.)

Women's Talent Corps Training

The training cycle of the Women's Talent Corps covers a period of 30 weeks: eight weeks of classroom orientation, followed by six months of carefully supervised field work training.

The classroom curriculum covers the background of facts, skills, and attitudes needed for the jobs in which the women will be employed. Trainees are introduced to basic concepts of psychology, sociology, and education as applied to everyday life. The individual problems and expectations of the trainees are explored. Discussion is directed to questions of human relations that they are likely to encounter in the field and how to cope with them. Extensive use is made of role-playing and dramatic presentation. All lecture sessions are followed by small group discussions of the implications of what is being learned. Remedial work in reading comprehension and writing skills is handled on an individual basis.

Key persons in the program are the "coordinator-trainers", who have the dual role of teachers in the classroom and coordinators in the field. Each responsible for a group of from five to nine trainees, they serve as discussion leaders, counsellors, tutors and guides, encouraging, stimulating and explaining. As an introduction to their responsibilities they have periods of orientation as a group, then join the trainees during the eight-week period of classroom preparation and eventually are placed with them in the field. An important aspect of the job of the coordinator-trainer is to take back from the field learning which will help to make the orientation curriculum as relevant as possible to the situations in which the trainees will be working.

Field work training is organized on a schedule of 24 hours a week for both trainees and coordinator-trainers. Trainees are placed in schools as teacher assistants and guidance assistants; in hospitals as social work assistants and occupational therapy assistants; in social agencies as recreation assistants, mental health assistants, or social work assistants, and in special settings as research assistants. Coordinator-trainers are placed with them to continue both academic and skill training.

Decisions regarding placements are influenced by several factors: the preferences of the women themselves and distances to be travelled; the observations and assessments made by the staff during the orientation sessions, and the needs and expectations of the cooperating agencies. In some cases the women return to agencies where they had previously been employed.

During the last six weeks of the field training period coordinator-trainers spend less and less time in the agencies with their trainees but are available to help and advise when needed. Towards the end of the cycle the trainees often return to the Institute for further preparation, but the agencies themselves are assuming increasing responsibility for instructing and assimilating them.

Research Developments

As a result of the decision to involve them as observers of their own experience, research has been an element of the training of Corps women. Data have been collected as part of the routine reporting of both trainees and coordinator-trainers. The research staff have cooperated in designing report forms, outlines and questionnaires. Job supervisors and administrators in cooperating agencies as well as Women's Talent Corps staff have recorded observations and assessments from their various vantage points. These, now hundreds of research documents, provide illuminating comparison of perceptions of the program.

Data are being obtained also to analyse those portions of professional jobs that have been assigned to the trainees and that could be similarly assigned in future. At the same time aspects of the job that the professional feels ought not to be delegated to persons without full professional preparation are being clarified.

The impact of the training experience upon the self-concepts of the trainees is also being explored, and special attention is being directed to study of the connection between the family responsibilities of the woman and her job experience. Detailed analysis of the initial skills that women bring to the program will be an area of future research which will contribute to curriculum planning and improve the efficiency of individualized instruction.

New Careers Association

Another step being taken by the Women's Talent Corps which it is hoped may give permanency to the new job functions performed by the trainees is the establishment of a professional association which may be called the

Talent Corps Association. This organization will represent all those who embark on new careers in community service, set standards, advance the interests of its members and help them to grow and develop. It is anticipated also that it might become an accrediting body which would determine the level of performance and accomplishment to be met in order to qualify for community service jobs at a pre-professional level.

A proposal for a college for human services, using the Women's Talent Corps as a model for an innovation in urban higher education for mature working people, was published in The Record, organ of Teachers College, Columbia University in April 1968. The article, written by Audrey C. Cohen, Director of the Women's Talent Corps is entitled, "The College for Human Services."

APPENDICES

I. Excerpts from Title I of the Higher Education Act of 1965, as amended through the 89th Congress of the United States.

"An ACT to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in post-secondary and higher education." (Enacted November 8, 1965, amended October 29, 1966 and November 3, 1966.)

Title I - Community Service and Continuing Education Programs

Sec. 101 - "For the purpose of assisting the people of the United States in the solution of community problems such as housing, poverty, government, recreation, employment, youth opportunities, transportation, health and land use by enabling the Commissioner to make grants under this title to strengthen community service programs of colleges and universities, there are authorized to to appropriated $25,000,000 for the fiscal year ending June 30, 1966, and $50,000,000 for the fiscal year ending June 30, 1967, and for the succeeding fiscal year. For the succeeding fiscal year, there may be appropriated, to enable the Commissioner to make such grants, only such sums as the Congress may heretofore authorize by law."

Definition of Community Service Programs

Sec. 102 - "For the purpose of this title, the term "community service program" means an educational program, activity or service, including a research program and a university extension or continuing education offering, which is designed to assist in the solution of community problems in rural, urban, or suburban areas, with particular emphasis on urban and suburban problems, where the institution offering such program, activity or service determines

"(1) that the proposed program, activity, or service is not otherwise available, and

"(2) that the conduct of the program or performance of the activity or service is consistent with the institution's overall educational program and is of such a nature as is appropriate to the effective utilization of the institution's special resources and the competencies of its faculty. Where course offerings are involved, such courses must be university extension or continuing education courses and must be

"(A) fully acceptable toward an academic career, or

"(B) of college level as determined by the institution offering such courses."

Uses of Allotted Funds

Sec. 104 - "A State's allotment ..... may be used in accordance with its State plan approved under section 105 (b), to provide new, expanded or improved community service programs."

State Plans

Sec. 105 - "(a) Any State desiring to receive its allotment of Federal funds under this title shall designate or create a State agency or institution which has special qualifications with respect to solving community problems and which is broadly representative of institutions of higher education in the State competent to offer community service programs, and shall submit to the Commissioner through the agency or institution so designated a State plan. ....

"(b) The Commissioner shall approve any State plan and any modification thereof which complies with the provisions of subsection (a).

"A State plan submitted under this title shall be in such detail as the Commissioner deems necessary and shall ....

"(3) set forth the policies and procedures to be followed in allocating Federal funds to institutions of higher education in the State, which policies and procedures shall insure that due consideration will be given

"(A) to the relative capacity and willingness of particular institutions of higher education (whether public or private) to provide effective community service programs;

"(B) to the availability and need for community service programs among the population within the State; and

"(C) to the results of periodic evaluation of the programs carried out under this title in light of information regarding current and anticipated community problems of the State;

National Advisory Council on Extension and Continuing Education

Sec. 109 - "(a) The President shall, within ninety days of the enactment of the title, appoint a National Advisory Council on Extension and Continuing Education ... consisting of the Commissioner,

---

Source: Enactments by the 89th Congress concerning Education and Training. Second Session 1966. Prepared in the Legislative Reference Service of the Library of Congress for the Committee on Labor and Public Welfare, United States Senate, Part 2 - Appendix. March 1967. U.S. Government Printing Office, Washington, D.C. 72-9540. pp. 515 - 521.

> who shall be Chairman, one representative each of the Departments of Agriculture, Commerce, Defense, Labor, Interior, State and Housing and Urban Development, and the Office of Economic Opportunity, and of such other Federal agencies having extension education responsibilities as the President may designate, and twelve members appointed for staggered terms and without regard to the civil service laws, by the President ..... The Advisory Council shall meet at the call of the Chairman but not less often than twice a year."

II. A note on the Vocational Education Act of 1963 as adopted by the Congress of the United States.

The Vocational Education Act of 1963 was adopted by the United States Congress "To authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, ... so that persons of all ages in all communities of the State - those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps - will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

The term "vocational education" is broadly defined in the Act. It includes any program of vocational training or retraining (along with incidental field and laboratory work)

> "..given in schools or classes under public supervision and control, or under contract with a State board of vocational education or a local education agency, and
> "..conducted as part of a program to fit persons for gainful employment.

It may be "any one of those programs which under earlier vocational education acts is eligible for Federal assistance. And the term "gainful employment" is not limited to any level in any field; it means employment as either a semiskilled or a skilled worker, or as a technician, in a recognized occupation. It does not include education for a profession but does cover "vocational guidance and counselling given in connection with vocational training."

INDEX

A

Albany, New York, 7
American Association of University Women, Portland Branch, 20
Anti-poverty programs, 140
Assistants, guidance, mental health, occupational therapy, recreation, research, social work, teacher, 139
Associate degree, 103, 107

B

Bank Street College of Education, 67
Barry College, 121
Basic Adult Education by Television, 134
Boston, Greater, 48, 50
Bronxville, New York, 58
Business and Professional Women's Clubs, Wisconsin Federation of, 84

C

Cambridge, Massachusetts, 43
Career choice, 2
Career development, 138
Career guidance days, 106
Career Information Service, 90
Career Service, 35
Carnegie Corporation, 1, 25, 41, 58, 59, 70, 79
Chicago, 28, 52, 55, 56
Child care center, 39 (See also Day-care).
Child welfare, 26, 124
Childhood education, 63, 73
City planning, 41-42
Cleveland, Ohio, 88
College-level Examination Program, 53
Columbia University, 1, Teachers' College 127-128
Community development, 41, 140
Community Institutes, 125
Community organizations, 68
Community service, 1, 3, 41, 53, 112, 139, 148-149
Community Studies, Institute for, 59
Community of women scholars, 43
Concentration, area of, 54
Consumer marketing, 86, protection, 86, questions, 124
Cooperatives, 124-125
Cooperative Extension, 19, 77, 84, 85

Coordinator-trainers, 141, 144

Corning Glass Works, 96

Counselling, group and individual guidance and, 3, initial interview, 10, and testing by professional psychologists, 10, 17, on employment, 24, individual, 25, 26, process, 32, 36, 48, 52, 78, 82, 88-89, 110, 128, 130-131, 134.

Counselling service(s), 18, 75, 96, 120

Counsellor(s), 31, 67, 71, 93, 97, 128, 131, 136, 145

D

Dade County Board of Public Instruction, 121

Day care (for children), 104, 124, 125

E

Employment, 37

Equal Employment Association, Wisconsin, 81

Equivalency, 116, 117, 118, 119, 120

Esso Foundation, 63

Evaluation of program, 5

Examination, Regents Scholarship, State University Admissions, 103

Experience of individual, 56

Extension advisors, 84

F

Factors, socio-psychological and personal, 2

Fellowships, 43, 47, 48, 79

Finance, 4

Florida Atlantic University, Boca Rotan, 122

FOCUS, 86

Ford Foundation, 123

G

General Studies, College of, 14, Bachelor of, 52, 55

Geriatrics, 6

Great Books, 30

Greater Cleveland Associated Foundations, 89

Green Bay, Wisconsin, 76

Group methods, 2

Guidance and counselling, group and individual, 3

Guidance, educational and vocational, 112

H

Health, 2, careers, 22, Services, 20

Housing, 2

Higher Education Act of 1965, 4, 8, 19, 89, 114
Home Economics Extension, 85, 86
Housing (low income), 125
Human Services, College of, 147

I

Identity, investigation into, 37, problems, 124
Information services, 133
Internships, 42, in community service, 53, 55, paid, 63

K

Kellogg Foundation, 36

L

Land Grant College Act of 1862, 85
Lawyers, 15
League of Women Voters, 84
Librarians, 15, role of, in the community, 66
Library science, 11
Library services, 20
"Life experience" credit, 32, 116, evaluation, 33, 52, 119, 120

M

Madison, Wisconsin, 76, 81, 84
Management, Human factors in, 7, 40
Mathematics, 11
Medical technologists, 15
Metropolitan studies, 42
Miami, Greater, Florida, 112
Miami, University of, 114, 122
Miami - Dade Junior College, 122
Musicians, 15
Milwaukee, Wisconsin, 76, 87
Minneapolis, 25
Minnesota Plan, The, 26
Minnesota, Planning and Counseling Center, 26, 27

N

New York State Department of Commerce, 104
New York State Employment Service, 72, 98
New York State, Governor's Committee on the Education and Employment
of Women, 126, 136
Newark, Delaware, 8
Next Step, The, 48

O

Ohio Employment Service, 92
Operation Second Chance, 26
Orientation sessions, 141, 145
Outreach services, 129

P

Para-professional, 19, 97, 134
Parkside, Wisconsin, 76
Part-time educational programs, 71
Pharmacists, 15
Placement, educational and job, 3, 17
Physician, 15
Poverty, 41
Pratt Institute, 66
Pre-degree courses, 107
Pre-professional careers, 139
Princeton, 53
Psychology, 11
Publicity, 24

R

Racine, Wisconsin, 87
Reading, 53, 101
Record, The, Teachers College, Columbia University, 147
Research, 7, 28, 49, 59, 65, 135, 141, 146
Resume, 17
Retirement, careers for, 7
Rochester, Michigan, 36
Rockland Community College, 126, 127, 130, 143, 146
Rockland County, 133
Role-playing, 144

S

Scholarship, 39, aid, 107
Seminars, 12, 27, 33, 44, Radcliffe, 50, Pro, 53, Integrating 54
Seven College Workshop, 1
Sisters of Charity of the Blessed Virgin Mary, 28
Sisters of Mercy, 56
Smith-Lever Extension Act, 85
Speakers Bureau, 39, 116
State Employment Service (Maine), 44, (Florida), 55, (Wisconsin), 81,
(See also New York State and Ohio)
Study skills, 53, 101

T

Team-teaching, team social work, 134
Teachers, 15, Resource Program of New York State, 74
Teacher re-entry, Institute of, 72, 74
Teaching, 11, 20, 22, team, 134
"Telephone call-back," 37
Teen-age problems, 124
Testing, 10, 17, 31, 71, 92, 98, 128, 135, (See also Educational Testing Service)
Tests, 16, 37, 118
Test scores, 121
Troy, New York, 103, 104

U

United States Department of Agriculture, 85
United States Department of Labor, 138
United States, Employment Service of the District of Columbia, 7
United States, Office of Economic Opportunity, 138
University of the Air, 134
Upgrading, 101, 104
Urban ghettos, 123
Urban planning, 2
Urban renewal, 41

V

Vocational aspirations (of Mundelein DCP students), 31
Vocational Education Act of 1963, 98, 150-151
Volunteer, 16, 20
Volunteer Service, 37

W

Washington, D. C., 14
Westervelt, Dr. Esther, 127, 136, 137
Westchester County, 64
Westchester Library Association, 66
Western Reserve University, 89
White Plains, New York, 35, 65
Wisconsin Governor's Commission on the Status of Women, 80
Woman manager, 7
Women's Association of Cleveland College, 89
Women's Clubs, Wisconsin Federation of, 84
Wright, Shirley Peterson, 76
Writing, 11, 53

Y

YWCA, 92

ERIC Clearinghouse
SEP 14 1968
on Adult Education